

**FACTORS AFFECTING CLASSROOM INSTRUCTION IN FREE PRIMARY
EDUCATION PROGRAMME IN KENYA: A CASE OF ELDORET
MUNICIPALITY**

BY

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DECLARATION

Declaration by the Student

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DEDICATION

I wish to dedicate this thesis to Almighty God for the many good things He has bestowed on me, my parents for their good vision on the value of Education that saw them take me to school and my family for their all round support during my studies.

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ABSTRACT

The Kenyan Government launched a Free Primary Education Programme (FPE) in January 2003. Under FPE, the Government purchases textbooks, instructional materials provides funds for maintenance of school facilities aiming at improving access to education by children of all backgrounds, reduce drop out rates and improve the quality of education particularly the teaching and learning in classrooms. Despite this effort questions have been raised as to whether the quality of education has improved. This research aimed at establishing factors that affect the FPE Programme in its quest to provide quality education in Eldoret Municipality, and was guided by views of curriculum theorists; Gross et al., (1971), Tyler (1949) and Shiundu and Omulando (1992), who espoused on the necessary factors that must be met for successful implementation of an educational programme which include the clarity and awareness of the objectives, attitudes of teachers and pupils towards the programme, availability of resources and facilities, provision of administrative and management support. Descriptive survey research design was used. Stratified random sampling and purposive sampling were used to enlist schools involved in the research: 177 standard 6 pupils, 33 teachers, 10 head teachers and 2 MUASO coordinators participated. Data was collected using questionnaires, interview schedules, and observation checklist and document analysis. SPSS- Programme was used to analyze the data which was presented as frequencies, percentages in tables. Findings revealed that, high enrolments, low staffing, limited facilities and lack of awareness among various stakeholders as the major factors affecting FPE. The researcher recommends improved staffing, increased in-service programmes to head teachers and teachers and awareness amongst the stakeholders in FPE of their responsibilities.

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LIST OF ABBREVIATIONS

ASAL	-	Arid and Semi -arid lands
BEFA	-	Basic Educations For All
EFA	-	Education For All
FPE	-	Free Primary Education
GOK	-	Government of Kenya
KANU	-	Kenya African National Union
LATF	-	Local Authority Transfer Fund
MDGs	-	Millennium Development Goals
MOEST	-	Ministry of Education Science and Technology
NARC	-	National Rainbow Coalition
UNESCO	-	United Nations Educational Social and Cultural Organization
UPE	-	Universal Primary Education
MQASO	-	Municipal Quality Assurance and Standards Officer

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter covers the background of the study; statement of the problem; the major and minor research questions; the purpose of study; assumptions; scope and limitations of study; justification and significance of the study; theoretical framework; definition of terms and organization of the rest of the study.

1.1 Background of the Study

From the beginning of recorded human civilization, man has found it necessary to educate the youth as a way of equipping them with the requisite knowledge, skills and attitudes to enable them manipulate the environment in which they live, while conserving it for successful generations.

Kenya joined the rest of the world in adopting the 1948 “Declaration of Human Rights Bill”, in which one of the articles upholds the “Right to Education to Everyone.” In pursuit of the goal, both developed and developing countries have tried to implement Universal Primary Education (UPE)

More recently, Kenya participated and reaffirmed its commitment to providing Education for all, during the world conference on Education for All (EFA) held in Jomtien Thailand in 1990. Lately, Kenya is one of the countries that have committed its resources towards the realization of the Millennium Development Goals in which one of the goals is provision of quality education to all citizens.

The need to provide all Kenyans with Education is based on the perceived contribution of education in overall development. This perception was captured by Eshiwani (1993: 39), where he noted that, "Education stimulates and empowers people to participate in their own development". Education plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge. Sifuna (1980) concurs with the view when he asserts that the numerous changes on Kenya's educational systems are as a result of the government's appreciation of the fact that education is key to national development.

In recognition of this fact, Kenya has devoted its resources to provision of education to its citizenry. The quantity and quality of this education has however been an issue of National and International Conferences.

Between 1963 and 1970s, the government tried to support Primary Education through the building of new schools with government grants, with a hope that improved facilities could result in access to education by more children and improve the quality of education.

In an effort to improve access to education, and to reduce the high dropout rates, in the country, in 1971 a presidential decree abolished tuition fees for districts with unfavorable geographical conditions. Subsequent decrees abolished school fees for children in standard one to four in all districts in Kenya. Sifuna (1990) noted that the 1977 presidential decree took the country much closer to achieving the long awaited free

primary Education, although only the first four classes of the primary Education were exempted from fee payment.

This presidential decree did not however provide for funding to cater for the development of school facilities such as classrooms. This made the school committees to impose building fee for each child, which in most cases turned out to be higher than the school fees charged prior to the decree. This frustrated parents most of whom withdrew their children from schools because they could not afford. The supply of instructional materials and equipment which was centralized also experienced numerous distribution problems, making it difficult for schools to teach effectively.

One other problem that worked against the provision of quality education in 1970s was the severe shortage of trained teachers. Sifuna (1990) observes that by 1993, the primary teaching force stood at 56,000 of which 12,000 teachers were unqualified. In 1974, additional 25,000 teachers were needed for the new classes. By 1975 the number of the unqualified teachers stood at 40,000 out of a teaching force of 90,000;

These and other related problems left a feeling that the government intervention to supply Free Primary Education was no more than symbolic. The provision of primary education continued to be of low quality, and more especially at the lower levels.

Other efforts aimed at improving the quality of education in Kenyan schools was through curriculum reviews and innovations. Eshiwani (1993) observes that the major innovations which were introduced in the curriculum which included “The New Mathematics, New Primary Approach (NPA) Agricultural Education, Industrial

Education, The Science Education for Africa (SEPA) among others failed because they did not respond to the problems of low quality curriculum materials, irrelevant content and inappropriate instructional approaches.

The Kenyan education problems were further aggravated by the economic crisis which Kenya experienced in the 1970s up to 1980s. The recession that followed adversely affected the quality of instruction, as the government could not finance the construction of school facilities nor assist schools to buy needed teaching resources.

Bogonko (1992), notes that Kenya under president Moi continued with the pursuit of Universal Primary Education (UPE), although only through staffing of schools. By 1984, the government under the philosophy of cost sharing had washed its hands of almost all recurrent expenditure on primary education except paying teachers salaries.

By 1990, parents were buying all textbooks, alongside meeting all development costs. The schools experienced massive dropouts as many parents could not manage to buy the required textbooks leave alone paying of high levies imposed by schools.

Eshiwani (1993) conducted a study on the factors which would improve the quality of instruction. He concluded that provision of adequate sitting space (desks), instructional materials especially books, training and in - service for teachers and improvement of school administration would greatly improve the quality of education. Towards the later part of 1990s and the dawn of 2000 the quality and access to education particularly in primary school level was a subject of debate in social, economic and even political fora.

Towards the run up to the parliamentary and presidential elections of December 2002, when the political party (KANU), that had ruled Kenya since independence lost to the opposition party NARC, which was really a coalition of parties, the new government under NARC promised to offer Free Primary Education.

Through the Ministry of Education Science And Technology (MOEST), the NARC government introduced FPE in January 2003. According to the government, FPE was the avenue through which it could improve access to education by all children regardless their background or age while improving the quality of education as children could now attend school continuously without being sent home for any school levy and that through the provision of instructional materials, teachers could now have textbooks and other instructional materials that could see the quality of instruction improve.

Given this background, educationists, policy makers and even parents have raised pertinent issues related to the FPE policy and particularly of improvement on the quality of education as envisaged in the policy. UNESCO,(2005) in its assessment report on Kenya's Free Primary Education programme noted that; FPE was meant to reduce school drop outs, reduce the number of street children, and child laborers, boost girls education and increase the quality of Education.

The same UNESCO (2005) report praises the Free Primary Education in Kenya for the provision of learning and teaching materials, citing it as probably the greatest positive impact of FPE, the continuous attendance of lessons as pupils are no longer sent home for fees. In the same report, issues of increased enrolment in classes which could impact negatively on the quality education were also raised.

The study, however, fails to categorically point out in specific terms how the FPE policy has impacted on classroom practice to enable us to say with certainty whether it has improved the quality of education or led to its decline. The report has not specifically detailed how teacher's work has been affected by the increased enrolment, how teachers are coping with the over age learners, and how the available instructional materials have influenced classroom practice. This study seeks to address these concerns and hopes to articulate in specific terms how the quality of education has been influenced by the FPE policy as currently practiced in Kenya

1.2 Statement of the Problem.

Free Primary Education (FPE) as currently practiced in Kenya, has led to abolition of school fees, and provided instructional materials such as textbooks and reference materials, besides other illustrational materials. To some extent funds for co-curricular activities are also provided. School levies that prevented many children from attending school have now been minimized.

This situation has led to increased enrolment by children from diverse backgrounds with some children being over age. Teachers have had to cope with large class sizes. The school facilities such as classroom sitting and writing spaces are greatly strained.

A UNESCO (2005) study has commended the FPE on grounds that it has increased access to education and provided instructional materials which were a big hindrance to quality education therefore alluding to the fact that the quality of education has improved. On the other hand, the same study casts doubt on the education provided due to increased

enrolment that has made the work of teachers difficult besides having a heavy strain on the physical facilities of schools.

The study fails in articulating in specific terms how increased class sizes with children of diverse backgrounds have affected classroom instruction and consequently the quality of education. Further the study does not state in specific terms how increased instructional materials are being used in teaching and learning process.

The situation as brought about by FPE directly impacts on the teaching learning process and this will have a direct influence on the quality of education. This study therefore, seeks to examine the practice of classroom instruction in the light of conditions that have been occasioned by Free Primary Education. The main question is; To what extent is the quality of instruction at classroom level being impacted or affected by FPE?

1.3 Purpose of the Study

The purpose of this study was to investigate the factors affecting the quality of instruction at classroom level in public primary schools in Eldoret Municipality.

1.4 Study Objectives

The objectives of this study were:-

1. To establish whether there is clarity of the objectives of FPE among teachers in public primary schools.
2. Establish whether there was any preparation of teachers in readiness to implement FPE.

3. To investigate the availability and use of resource materials and facilities provided by the government for FPE that is necessary for effective implementation and its effects on the quality of instruction at classroom level.
4. To find out the kind of management support accorded to the teachers through FPE policy and its impact on the quality of instruction in schools in Eldoret municipality
5. In the light of the findings, make recommendations on how to improve the quality of instruction through the FPE programme in Kenya.

1.5 Research Questions

The main research question that the study addressed was: What factors affect the quality of instruction at classroom level following the implementation of FPE?

The subsidiary questions in the study were:

- 1 Are the teachers clear of and aware of the objectives of FPE in Kenya?
- 2 What are the attitudes held by teachers and pupils towards FPE?
- 3 Were the teachers adequately trained or in-serviced in readiness to implement the programmes effectively?
- 4 Are the resource materials and facilities available adequately used for classroom instruction?
- 5 Do the teachers receive management support required for delivering quality Education?

1.6 Assumptions of the study

For the purpose of this study the following assumptions were made by the researcher:

1. That all schools in Eldoret Municipality are implementing the FPE policy and are participating in all programmes under FPE.
2. That all teachers, pupils and education managers involved in the implementation of FPE will provide accurate accounts of the implementation process
3. That all primary schools in Eldoret Municipality had basic facilities and resource materials for teaching and learning.
4. That education managers provide the necessary support to teachers for effective implementation of FPE in primary schools in Eldoret Municipality.

1.7 Significance of the Study

With the implementation of FPE policy in public primary schools, it is of great importance that teachers establish effective instructional methods /techniques to meet the needs of the learners. This information proposed by this study will be of use by teachers.

The findings of this study provide information to the inspectorate unit in Ministry of Education (MOE) which is responsible for ensuring the maintenance of the quality and standards of the curriculum implementation.

Curriculum developers, educational managers and other stake holders in the curriculum implementation process can benefit from the findings of the study.

This study highlights/proposes best ways in which instructional materials can be used/utilized to improve instruction at classroom level and consequently improve performance.

1.8 Justification of the Study

Education in any country is the main consumer of public resources. In Kenya, this stands at about 35% of the national budget. Primary education consumes about $\frac{3}{4}$ of the allocation.(Daily Nation 17.6.2007)

With the implementation of Free Primary Education, the country has been compelled to spend even more besides generous support from development partners. It is only fair, that the intended recipients of this money, that is the learners get value for the money. This can only be possible by providing quality instruction of which over 80% takes place in the classroom. Hence the need for this kind of study.

Research is the only sure way of getting true knowledge through which practice can be informed. A research of this kind is necessary to be able to inform teachers and other stakeholders about an important undertaking, such as Free Primary Education.

1.9 Scope and Limitations of the Study

1.9.1 Scope of the study

The study was carried out in ten Public primary schools in Eldoret Municipality, in Uasin Gishu district. The municipality has about Forty (40) primary schools. Because of time and limited financial resources, the study was conducted in the ten schools meaning that over 30 schools in the municipality were not involved. It is however hoped that the information obtained from the ten schools can be generalized as applicable to other schools in the same area. The participants in this study were:-Two Municipal Quality Assurance and Standards Officer (MQUASO) who are in charge of quality Assurance, ten head teachers of the selected schools, teachers teaching in the selected primary schools and the standard six pupils who are the first pioneers of the FPE in Kenya since it was introduced in 2003 by the NARC government.

1.9.2. Limitation of the study

The study used only standard six pupils but hopes that the results will also be applicable to all other classes. Quality education is also affected by factors some of which may be out of schools, but this study will study school condition only.

The other limitation of the study is that this study was conducted only in Eldoret Municipality and the conditions in this municipality may not be similar to those found in other districts in the country. It would be therefore difficult to generalize the results to other districts. However, it is possible to make some limited generalizations to cover the country because the programme of FPE is operational in all schools with the exception

of a few private schools. There is need for other studies to be carried out in other districts and municipalities.

1.10 Theoretical Framework

This study was based on ideas and concepts of curriculum theorists; Gross *et al* (1971), Tyler, (1949), and Shiundu and Omulando (1992) who argued that for successful curriculum implementation, the degree of its success would depend on the extent to which several factors would be considered. These factors include clarity and awareness of the objectives of the innovation, the attitudes of the implementers, recipients and other stakeholders, availability of adequate resources and facilities, provision of management support and the extent to which members of the school organization possess the capabilities and competencies needed to carry out the process of curriculum innovation.

Similarly, Fullan (1982), suggested some indicators that can be seen as important determinants of effective implementation of a curriculum. This include clarity of the school policy with respect to the objectives of the curriculum, the organization of the staff development activities, the establishment of procedures for monitoring and evaluating the curriculum and the supply of technical support to the teachers in need of help.

Further, curriculum innovations are intended to improve the quality of education of the learners. Fullan,(1982) notes that, change is a deliberate attempt to improve practice in relation to the desired objectives. This study therefore utilized the ideas of these scholars to investigate the factors affecting the implementation of Free Primary Education in Eldoret Municipality. These factors formed the theoretical framework off this study.

1.11 Definition of Terms

a) Free Primary Education

UNESCO (2005) define

Free Primary Education means, no payment of school fees, the government provides learning materials, teachers and buildings among others. So the child attends school without paying anything. In this study FPE will still mean the same.

b) Implementation

Fullan (1982) defines the word implementation as the process of putting into practice an idea, programme or set of activities new to the people attempting to bring about the change. In this study, the word implementation will be used to refer to the process of putting into practice the programme of Free Primary Education.

c) Curriculum Implementation

According to Fullan, (1982), the term curriculum implementation refers to the actual use of a curriculum or syllabus or what it consists of in practice. It is a critical phase in the cycle of planning and using a curriculum.

d) Curriculum

According to Bishop (1985), curriculum includes the objective, organizational structures, learning materials, teaching strategies, pupils' experiences and assessment of learning outcomes in schools. In this study this definition is adopted with particular reference to FPE education programme.

Other curriculum theorists who offer a similar definition of the term curriculum are Tyler (1949), Taba (1962) Oluoch (1982) Shiundu and Omulando (1992), and Lawton (1975).

e) Attitude

According to Oxford Advanced Learner's Dictionary, attitude is defined as the way one thinks and feels about something or somebody. Banu D.P. (1985), defines it as a learnt tendency or predisposition to think or act in a particular way either negatively or positively. It is a state of the mind. In this study, it means the way teachers of FPE and pupils' feel and think about the FPE curriculum.

f) Supervision

According to Olembo et al (1992), supervision is an attempt through second party intervention to ascertain, maintain and improve the quality of work done in schools. In Kenya it also refers to the work that inspectors of schools do. The definition was adopted in this study.

1.12 Organization of the rest of the Thesis.

The rest of the study is organized into four chapters. Chapter two covers the review of related literature. An examination of the factors that affect the implementation of a curriculum and a critique of the empirical research done in the related area of study is dealt with. Chapter three of this study covers the research design and methodology. The study area, population size, sampling procedures and techniques used in the development and administration of research instruments are described. The methods of data collection and analysis are also described. In chapter four, the field data are presented in tables, pie

charts and analyzed. Chapter five contains a discussion of the research findings; conclusions and recommendations derived from the research findings. Suggestions or further research have been made in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers a review of available literature related to this study. The first section will discuss historical background of FPE in Kenya and Free Primary Education in Kenya during the 1970s – 1980s. The second section comprises implementation of a new programme (FPE), and factors for the success of implementing a new programme (FPE). The third section will discuss Free Primary Education of 2003 to date, the factors affecting the successful implementation of a new programme such as clarity and awareness of innovations, training personnel and resource materials and facilities, management support and attitude towards the implementation of FPE programme in Kenya. The fourth section comprises quality of education, the impact of FPE on the quality of education at classroom level, effective classroom instruction, recent studies and a critique of the recent researches.

2.1 Historical Background of FPE in Kenya

There has been a number of concerns for Kenya's education. Among the main concerns is the desire to combat ignorance, disease and poverty and the belief that every Kenyan child has a right of access to basic welfare provisions such as quality education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living (Sifuna 1990).

At the all African states conference held in Addis Ababa in 1961, African countries resolved to provide, among other things, Free, Universal and compulsory primary school Education (Eshiwani, 1993). There has been a tremendous growth in its provision. Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation in Kenya's socio-economic development. Education in Kenya was necessary both in quality and quantity to prepare people for the roles they are to play Eshiwani (1993). The effort to expand educational opportunities has been reflected in the various policy documents and development plans.

The Kenya government policy to achieve Universal Primary Educational (UPE) has to be seen within development in the wider international context. The universal declaration of Human Rights, adopted in 1948, declared that "everyone has a right to education". The world conference on Education For All (EFA), held at Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so –called "Vision and renewed Commitment". It noted, "That to serve the basic needs for all requires more than a recommitment of basic education as now exists", (Sifuna 1990).

Considering the above researches which have been carried out by Sifuna (1990), and Eshiwani (1993), we see that they have only looked at achieving Universal Free Primary Education, and also added that it is a human right for everyone to be provided with free education. But they have not looked at achievement of quality instruction. The researches which have been carried out have left a gap which this study seeks to fill.

Sifuna (1990) and Eshiwani (1993), carried out researches on education and how it has expanded. Most of these studies have little on the quality of instruction at the classroom level. For that reason this study seeks to investigate the quality of instruction at the classroom level. This is because the government is spending a lot of money on primary education and it is only fair that studies are carried out to document specific classroom interaction that will promote high-quality primary education as this will provide the basis for sustainable economic and social development in the nation.

2.1.1 Free Primary Education of the 1970s -1980s

A recent research by Sifuna (1990) entitled “the illusion of universal free primary education in Kenya” notes that in the 1963 elections when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, “what a KANU government offers you”. This manifesto committed the party to offering a minimum of seven years of Free Primary Education. The commitment did not however materialize.

In the 1969 KANU elections manifesto, the party again re-called its commitment to providing seven years of Free Primary Education. The government gave priority in educational programmes in areas which were neglected during the colonial rule with an aim of ensuring that every Kenyan shares in the process of nation building and in enjoying the fruits of government labour. The policy did not take off.

In 1971 a presidential decree abolished tuition fees, for the districts with unfavorable conditions. In 1973, during the celebration of the “Ten Great years of independence” the government claimed that it had brought the country close to achieving “Universal Free

Primary Education” for children in standard I – IV all over the country. The pupils in std V – VII were supposed to pay Kshs. 60 per child per year. Subsequent directives went further and abolished school fees in primary education. This still only addressed the area of school fees with little attention to the quality of education at the classroom level.

Sifuna (1990) observed that the aim of FPE was to provide more school opportunities for the poor communities. Fees tended to prevent a large proportion of the children from attending school. In 1974, there was a further decree that abolished fee payment. This resulted in staggering rise of pupil enrolment in standard one which rose to one million above the estimated figures of about 400,000. A similar scenario is being experienced today, as there is high rise of enrolment in public primary schools.

Because of a high number of children in classes the quality of education is bound to be affected. This study will investigate the factors affecting the quality of instruction at the classroom level. The findings from this study will be used to improve the quality of instruction.

Prior to the 1974 decree, school had experienced high dropout rates, which were as a response not only to the very high building levies, but also to the low quality of education that was being offered following the government intervention. As a result of high enrolments there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Distribution problems were compounded by the variety of the topographic conditions and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974. This continued lowering the quality of instruction.

With regard to the teaching force, at the time of pronouncement, the country was already short of properly trained teachers, Sifuna (1990). In 1973, the teaching force stood at 56,000 teachers, out of whom 12,600 were unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers. It goes without saying that this high proportion of unqualified teachers was a reflection of the quality of teaching in schools. With such a teaching environment, high drop out rates in primary education became inevitable. The government played a very minor role in the implementation of “Free Primary Education”. If anything, it was quite satisfied that school committees had successfully implemented the programme with minimal cost on its part. Overall, the effect of government intervention in primary education and the implications arising out of it made primary education much more expensive than before.

The 1980's saw the implementation of the 8.4.4 system of education. The new curriculum had the number of examinable subjects double to about thirteen, some subjects required special materials and facilities such as workshops and home science rooms. Bogonko (1992) observes that with the cost sharing policy that had been adopted by the government, school committees were charged with the responsibility of raising funds to meet the cost of implementing the new 8.4.4 curriculum. 1990s saw large scale fundraising some of which were presided over by the country's president. Schools used to set financial goals to be met by each parent. Parents who could not pay the levies imposed by schools had their children drop out school. By the year 2000, over three million children who were legible to be in school were out of school because of the many school levies.

In the many studies carried out so far, the major cause of high drop out rates has been attributed to the payment of school fees. Unfortunately limited studies are available that have examined the quality of instruction that was being offered. For that reason this study seeks to investigate factors affecting the quality education in the process of implementing Free Primary Education as it stands today.

2.1.2 Implementation of a new programme (FPE)

For any new programme to achieve its intentions it must be implemented. Miller and Seller (1990) observe that funding agencies can be a source of suggested changes, by providing special funding for schools that participate in the new programme such as FPE.

The Education system in Kenya has undergone several changes some of which were effected in 1970s and 1980s which involved the abolition of fees in some of the disadvantaged districts. Sifuna (1990) gives an overview of the introduction of Free Primary Education in Kenya in 1974, which was vague and ineffective due to a number of reasons.

According to Gross et al (1971), implementation focuses on what happens in practice, it is concerned with the nature and extent of actual change as well as the factors and processes that influence how and what changes are achieved. Hawes (1979) observes that even if people are ready, willing and able to implement new policies, they cannot do so unless certain administrative, financial and materials criteria are met.

Fullan (1982) suggested some possible determinants of a successful implementation of a new programme. They are; clarity of the school policy with respect to goal means and

ends of innovations, the organization of staff development policies, the establishment of procedures for monitoring and evaluating and supply of technical support to teachers.

Miller and Seller (1990) assert that; teachers are not sure they can make all their students learn. They hope for widespread or even universal effectiveness, but such aspirations receive too little reinforcement to yield assurance. At the same time the variety of teaching materials being used meant that different cases at the same grade level were receiving quite different instruction.

Thus the above scholars Hawes (1979), Fullan (1982), Miller and Seller (1990) concur with Gross et. al (1971) ,who suggested that there are certain factors that must be considered in order to achieve a successful implementation of a new programme. These factors are: clarity and awareness of the new programme; training of teachers and other personnel involved in management of schools, availability of resource –materials and facilities; support by the management, positive attitude of teachers, learners and parents support, time and assessment tools to be used in a new programme.

The current study will use the four elements as the theoretical framework and will use them in basing this study in an attempt to establish the factors affecting the implementation of Free Primary Education in Eldoret municipality, and its influence on the quality of instruction in the classrooms. In the next pages, these factors will be considered in detail in relation to the FPE.

2.2 Factors affecting the successful implementation of a new programme

2.2.1. Clarity and Awareness of the Innovation (FPE)

Clarity and awareness of an innovation is one of the determinants of successful implementation of a new programme. This can be achieved if there is effective communication by those involved from above in this case the MOE should have clarified what FPE meant to the implementers, who are teachers.

Tum (1996) observes that effective communication is just one of the most important points in African systems of education. According to him parents and head teachers were ill informed about intended changes, as was the case with the 8.4.4 system of education. The same case applies to FPE of 2003.

UNESCO (2005) notes that parents, teachers and pupils were not informed of what Free Primary Education meant. According to Gross et. al (1971), lack of communication between educational administrators and teachers may limit the implementation process of a given programme. Thus educational administrators need to ensure that information about changes in the programme reaches the teachers at the right time.

Shiundu and Omulando (1992), observe that the public must be made aware of the new programme and be persuaded to accept it or made to understand why it is necessary to have a new programme in schools. The two scholars further argue that it should not appear as though the new programme has been imposed on the people.

Certainly, people can only support a programme, which they understand and accept. Without this support of a programme the implementation process will not succeed. According to Adams (1970), an educational change can only succeed when teachers are sufficiently impressed by the validity of the new approach. Ondiek (1986) concurs that if the teacher does not understand the new methods or if they refuse to accept them, other than superficially, instructions will be to no avail. In effect he will be doing what he has always done and worsen the situation. He will produce some travesty of modern teaching. Smith and Keith (1971), cite a case of the Kensington Elementary School in U.S.A, in which implementation of a programme failed because teachers did not understand such new terms as “individualized instruction” and “fully functional pupil”. They found such terms ambiguous and consequently made no efforts to implement the changes.

The objectives show the kind of behavior, knowledge and skills that pupils need to achieve after going through a section or whole programme. UNESCO (2005) noted that some teachers learnt about FPE from other teachers, parents, local administrative leaders, chiefs, barazas and media. The Ministry of Education did not inform schools through circulars, so it did not seem to have had any significant impact on its clarity. It adds that there is still confusion over the meaning of FPE and in particular, the roles of stakeholders. At first parents and teachers understood FPE as a system whereby children go to school and learn without paying or buying anything including uniform. Some people understood FPE to mean ‘education for all’ because even those who could not afford fees can now go to school.

Shiundu and Omulando (1992), observe that teachers are the key to curriculum implementation. This is because it is the teacher who decides the arrangement of learning experiences and the method of presenting content at classroom level. The teacher evaluates the progress of pupils and the instructional programme in general. Thus the teacher needs to clearly understand changes in the programme in order to achieve success in its implementation.

Bennaars et. al (1994), concur with Shiundu and Omulando and add that teachers must be made to accept the change because it can be destabilizing, as it demands shift from traditional ways of doing things. They also added that changes in curriculum can be made meaningful if the teachers are offered opportunities to learn and understand them. Such opportunities can be organized in the form of in-service courses, conferences, workshops, seminars and fieldtrips. The current study will find out if teachers were put through in-service courses, workshops and seminars on FPE before the programme was implemented.

To achieve clarity, the primary school teachers need to understand the basic nature of FPE, its objectives and aims of implementing it. Ondiek (1986), observes that curriculum is primarily concerned with establishing objectives and devising ways of achieving these objectives clearly.

2.2.2 Attitude

Attitude is the willingness to work with other persons to achieve common ends through commonly – agreed – upon means - According to Oxford Advanced Learner's

Dictionary, attitude is defined as the way one thinks and feels about something or somebody. Banu D.P. (1985), defines it as a learnt tendency or predisposition to think or act in a particular way either negatively or positively.

According to Hawes (1979), the task of curriculum implementation involves some main processes, which include changing attitudes of policy makers, administrators, teacher trainers, supervisors, teachers, and parents and ultimately the learners. It also involves providing the materials and administrative means to make this possible.

Shiundu and Omulando (1992), observe that: the importance of attitude in implementation of a new programme cannot be neglected. Attitudes held by teachers, head teachers, pupils, parents and other education stake holders about a new programme such as FPE play an important role in determining how the programme will be handled and received. A positive attitude towards a programme will favour its successful implementation. The two scholars further noted that, in order to implement a new programme there are some things to be observed, changing attitudes of people, policy makers, administrators, teachers, parents and the learners themselves and improving the materials and the administrative means will make the process possible. In addition, Gross et. al (1971) emphasized that there is need for the staff to be willing to spend their time and effort on its implementation.

Miller and Seller (1990), observe that for any new programme to succeed, teachers should be open-minded about new educational decisions and practices. Open-mindedness means having an experimental attitude, a willingness to implement a new

programme. Open mindedness is necessary to the success and the prospects for future experiment (p. 264).

To change the peoples' attitude, the public must be made aware of the new programme and be persuaded to accept it or made to understand why it is necessary to have the new programme in schools, Shiundu and Omulando(1992). Teachers and learners can be influenced towards a more positive attitude in the teaching learning process. Motivation is one such way. According to Miller and Seller (1990) motivation is so important a consideration in learning that deserves special attention. Motivation proceeds from within the learner and the teacher. Goals are most helpful in inspiring learning itself. A major problem of teaching is how to help individual learners set goals that are realistic for them. Miller and Seller say that the evidence so far about teachers' behaviour that stimulates motivation in a learner are as follows:-

- Teachers should behave flexibly ;
- Teachers should do all they can to personalize their teaching;
- They should demonstrate their willingness to experiment and try new ideas in the classroom;
- Teachers should display interested, appreciative attitudes towards learners and
- They should have skill in asking questions that are interrelated and sequential and therefore “lead somewhere:”

Teachers should help pupils to acquire concepts concerning structures, qualities and processes. They may advance from simple concepts to advanced ones.

According to Olembo et. al (1992), motivation and stimulation involve maintaining competence and interest in the work of a teacher. It is achieved through promotion of enthusiasm, commitment, creativity, self-discipline and participative management and minimizing frustration and stress of the teachers. Other ways of instilling positive attitude in teachers include; promotion of teachers, provision of materials/ resources and provision of in-service courses when a change occurs. The current study will attempt to answer the question; what kind of attitudes do teachers have towards the FPE programme? When teachers have positive attitudes towards a new programme they will influence learners to have positive attitudes too.

A study conducted by UNESCO (2005) on the feeling of both teachers and parents noted that, the government should improve teachers' terms and conditions of service in view of the increased workload. Teachers' promotion and upgrading should be made possible where there is merit. Teachers raised concern that schools need more teachers and additional facilities. A study conducted by Ogoma (1987) on the relationship between achievement and attitudes towards mathematics found that negative attitudes towards mathematics by girls affected their performance in the subject. Positive attitudes by pupils lead to greater achievement and performance in any subject. Pegging on successful implementation of any new programme, the current study seeks to find out the kind of attitudes held by teachers, head teachers and pupils towards FPE programme in Eldoret municipality.

2.2.3 Availability of resources and facilities

Craig (1997), observes that, effective organization, maintenance and storage of resources is crucial to the smooth running of any classroom. Resources have to be easily accessible and well labeled. For younger children, it is important to have pictures as well as words on the outside of boxes and trays. Open shelving is preferable to cupboards with doors.

With the provision of resources by the FPE, children are expected to be responsible for their learning using the provided resources (I bid). The current study will try to establish whether pupils are allowed to use the resources like textbooks to learn on their own and whether or not they are given assignments to do at home.

Miller and Seller (1990) assert that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt. Wilkins (1974), concurs with Miller and Seller (1990), and observes that, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack of resources and facilities the teacher should be innovative enough to improvise and provide alternatives using local materials.

Thus a programme cannot be launched without funds to support it. Mbiti D.M. (1974) observes that an educational budget must be prepared in such a way that both quantity and quality of instructional requirements are accommodated

Craig (1990), Shiundu and Omulando (1992 P. 178) posit that a new programme requires relevant and adequate facilities like classrooms , textbooks and desks which must be prepared and purchased to ensure successful activation of the programme. According to them the provision of physical facilities like a social studies room enhances the interest of teachers in producing, purchasing and using media for instruction in their classrooms.

This study sought to establish the extent to which selected public primary schools in Eldoret municipality are utilizing the necessary resources and facilities provided by FPE to promote quality teaching.

2.2.4 Training of teachers and the supervisors

Another important factor for the successful implementation of a new programme is the training or in-servicing of teachers, Head teachers and the educational supervisors.

Goddard and Leask (1992) assert that;

teachers, like psychiatrists work with the mind and much of their work is unseen. They work with raw materials of unknown and variable quantity - the potential of an individual. This makes the judging of a teacher's effectiveness difficult and it means that the impact of poor teaching is insidious; the effects may not be seen for many years. It allows for superficial judgments about what the work of the teacher involves.

The education teachers received when they were at school and in higher education twenty years ago will not suffice. There is need for a constant updating and extending the

knowledge component Goddard and Leask, (1992). It is not possible to deliver a whole curriculum that has progression and coherence without working with colleagues and being fully aware of and working with the wider educational setting.

Quality education can only be achieved if the teaching and learning is underpinned by a model of learning for service as a whole. For learners to become better learners, the nature of the teaching process demands that teachers must continue to be learners throughout their careers, otherwise they will cease to be effective (Goddard 1992 P. 116).

Fullan (1982) adds that the quality of teaching and learning depends on the competence of teachers. Gross et al (1971) concur with Fullan (1982) by asserting that effectiveness and efficiency in teaching and learning are determined by a teacher's academic and professional characteristics as well as his/her experiences as a teacher. The current study will attempt to establish the academic and professional qualifications and training of the teachers in public primary schools in Eldoret municipality and how they have affected classroom instruction.

In-servicing of teachers helps to acquaint the practicing teachers with the latest innovation such as FPE. Research shows that it is important to provide in service courses to teachers to keep them informed about the recent developments in the instructional technology.

Tum (1996), recommended that in-serving training for practicing teachers at all levels of education should be made a priority in this country. Besides teachers, all those charged

with the implementation of a new programme process such as the educational administrators and QUASO should be in-serviced.

Eshiwani (1993) noted that, the most urgent need in the improvement of quality education is the upgrading of the management skills of those whose responsibility is to manage schools. The immediate target groups were the head teachers. Courses, workshops, and seminars should be organized for head teachers in the area of school management.

UNESCO (2005) conducted a study on FPE in Kenya. It noted that head teachers, teachers and school committees should be trained on book keeping, accounting and general procurement procedures. The government should recruit, in-service and deploy more inspectors to the districts to improve inspection services and guarantee quality instruction in primary schools. It also recommended that teachers should be taken through in-service courses to train them on new teaching techniques like multi - grade and double –shift and ways of instilling discipline without using the cane.

Teachers need to be trained on guidance and counseling, especially to enable them deal with discipline problems among learners. This current study will seek to establish whether teachers and Head teachers have been in-serviced on issues that have been occasioned by the Free Primary Education programme.

Bennaars et.al (1994) observe that untrained, poorly trained, discontented and frustrated teachers cannot bring about the anticipated economic, cultural and moral change spelt out in the aims and goals of education. Sifuna (1975) agrees with Bennaars et.al (1994) that

untrained teachers are a great set back in implementing a new programme. Miller and Seller (1990) noted that the introduction of a new programme is very complex. The change is much more visible and will need to receive more attention from teachers and administrators. Teachers are expected to teach a new programme in the classroom while working within a complex social system. The teachers need to acquire some ownership of the new programme. This can be achieved through in-servicing of teachers.

For these reasons, teachers may be required to undertake retraining in various subjects, organized short courses could be arranged throughout training colleges and teachers' advisory centers to prepare teachers for the initial implementation of a new programme.

2.3 Free Primary Education of 2003

A political transition took place in Kenya after the Dec. 2002 elections when the political party (KANU) that had ruled since independence lost to the opposition party. Just before the elections the major opposition parties formed a coalition (NARC) that eventually won. During its campaigns NARC promised to offer Free Primary Education. The NARC government through the MOEST introduced FPE in January 2003. As was expected in a country where a substantial proportion of children were out of school, the response to enrolment in primary schools was over-whelming. In many schools, the head teachers found themselves with more children to enroll than the school capacity could hold. Due to the limited space and facilities, the heads turned many children away. Many parents were disappointed and they kept on moving from one school to another as they sought places for their children. Since the government had not given an age limit,

even those who were over age like the old man Kimani Maruge aged 83 years were enrolled and this worsened the situations in schools

UNESCO (2005) reports that, Free Primary Education as used in this study is provision of funds to primary schools to meet the cost of basic teaching and learning materials as well as wages for critical non-teaching staff and for co-curricular activities besides the payment of the teachers' salaries. The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings. Following the NARC intervention in January 2003, the numbers rose from 6.3million to 7.6million by the end of the year, there was an increase of 1.3million in enrolment. It was also estimated that another 3 million children were not enrolled in schools. Despite the various logistical problems that seem to be hampering a successful implementation of FPE; the policy sounds commendable as it has meant cushioning children from poor socio-economic backgrounds especially girls, orphans and poor children from failing to participate in primary education or dropping out of school due to lack of fees and other levies. Overall the policy intervention could prove determinative in the efforts to achieve UPE and EFA.

However, while primary education has increased participation, it has at the same time created considerable problems such as inadequacy of teaching and learning facilities like classrooms, lack of sanitary facilities like toilets, and poor interaction between teachers and learners. This is because there are more pupils than teachers can comfortably handle in the classrooms. Many primary schools are understaffed as a result of the FPE programme. This does not support the quality of instruction being delivered. These

problems have contributed to high school drop out rates, just as we had seen in 1974 Free Primary intervention. For that reason this study will try to look at some of the problems facing FPE which hinder the delivery of quality education, and more specifically instruction at classroom level.

2.4 Quality Education

Quality education refers to the worth or value or degree or excellence of the education system. The question which people often ask is whether they are getting the value of their money that they are investing in education. If not, then they wonder what is compromising the quality of education. Quality is a challenge to all stakeholders since it is important to develop sound criteria for assessing quality in education. The criteria should take into account the observable inputs into the education system such as the curriculum, teaching force, facilities, management system, financial resources, teaching and learning resources, time, teaching methods and quality assurance mechanisms. Quality can also mean an average day to day in the school a pupil will have been checked and appraised on discipline, decorum, mien, manners, integrity, initiative and most probably propensity in manual work.

There has been a great debate in the print media on matters to do with quality of education which is offered in Kenya. With the coming of Free Primary Education many people are concerned with the type of education offered in our public schools. Many questions have been raised such as; what opportunities are we offering young people beyond the school gates? Success depends on a host of other things that have nothing to

do with mere paper qualifications. Leaders have been accused of being responsible for the deteriorating standards of education in our schools.

It is also important to look at quality in terms of the value of the product of education. Are the certificate holders from Kenyan primary schools competent? If they are, they should be able to do efficiently what they are supposed to do and should be preferred in the job market by employers. Since the role of education is to produce human resources, the aim should be both to prepare them for jobs locally and anywhere in the world. The quality of education is therefore not only judged by local standards but also by international standards (Simiyu and Chemwile, (2006).

Quality education is a prerequisite of education for sustainable development. Education is the primary agent of transformation towards sustainable development, increasing peoples' capacities to transform their vision for society into reality. The international community now strongly believes that we need to foster through education, the values, behavior and lifestyles required for a sustainable future Obonyo (2006). Education for sustainable development has come to be seen as a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities.

According to [http:// unesco.org](http://unesco.org)/retrieved on 12 – Jan – 2007: EFA and MDGs introduced the concept of quality education into their goals and international development targets, which stated that ;

“Quality has become a dynamic concept that has constantly to adapt to a world whose societies are undergoing profound social and economic transformation.

Encouragement for future oriented thinking and anticipation is gaining importance. Old notions of quality education, are no longer enough ...despite the different contexts there are many common elements in the pursuit of a quality education, which should equip all people, women and men to be fully participating members of their communities and also citizens the of world” (ministerial round table on quality education UNESCO (2003), P.I). <http://unesco.org/retrieved> on 12 – Jan – 2007

At this point in time quality education has essential characteristics that can be implemented in many culturally appropriate forms.

Quality education:

- Supports a right –based approach to all educational endeavors. Education is a human right, and therefore quality education supports all of the human rights.
- Quality education is based on the four pillars of Education For All (EFA) learning to know, learning to do, learning to live together with others, and learning to be.
- Views the learners as an individual, a family member, community member and a global citizen and educators to create individual competency in all four roles.
- Takes into consideration the social, economic and environmental contexts of a particular place and shapes the curriculum or programme to reflect these unique conditions, quality education is locally relevant and culturally appropriate.
- Builds knowledge, life skills, perspectives, attitudes and values.
- Provides the tools to transform current society to more sustainable societies.
- Is measurable ([http: Unesco org](http://Unesco.org) retrieved on 2nd Jun-07).

2.5 Impact of FPE on the Quality of Education at Classroom Level

A research which was done by UNESCO (2005) has shown that FPE has both positive and negative impact on quality of education. The research found views which were contradictory. On the positive side, quality of education was said to have improved with the introduction of FPE. Pupils said that learning had improved because there is continuous learning. Pupils are rarely sent away because of school fees. Teachers consider the provision of teaching and learning materials as the major accomplishment of this programme. These materials have improved the teaching and learning process. The provision of instructional materials such as atlases, globes, chinks and reference books has improved the quality of teaching and has made syllabus coverage easier. This current research will seek to investigate the impact of FPE on the quality of instruction and how teachers are using the instructional materials to improve the quality of instruction at the classroom level.

The study by UNESCO has not said how quality has changed at classroom level. It has not specifically pointed out how the various instructional materials are being utilized to result in the purported improvement in the quality of teaching and learning.

On the other hand, FPE has been accused of a number of negative influences on the quality of education. This includes few the textbook to pupils ratio which in most cases stands at 1:5 or more. The quality of education has gone down as teachers have double wok; owing to large enrolments, some teachers especially in rural areas, handle two classes at the same time and that affects pupils' performance. Close interaction with teachers and pupils is not possible because teachers are busy all the time as they have too

much work. Teachers give fewer assignments than before, so there is a likelihood that this would affect the quality of education at classroom level. Subjects like mathematics and languages require constant practice and feedback and without that it is not possible to gauge pupils' progress. Because of the increased workload teachers had resorted to fewer assignments to avoid huge making loads. Many parents complain about the teacher shortage and its effect on the quality of education. This study sought to investigate the correct position as regards these issues, with reference to the study area of Eldoret Municipality.

2.6 Effective classroom instruction

Classroom teaching is a blend of whole class group and individual teaching instruction. Teachers are advised to use differentiated instruction in teaching method basing on the premise that instructional approaches should vary and be adapted in relation to individual and diverse pupils in classrooms, ([http:// www. diffinstru. html](http://www.diffinstru.html) 28th August -07).

Differentiated instruction is to recognize pupils of varying background knowledge, readiness language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for pupils of differing abilities in the same class.

Walberg (1986), observed, that effective instruction in teaching in natural science is that instruction is concept focused and principle –driven. The instruction concepts should be broad based and not focused on minute details or unlimited facts. Teachers must focus on the concepts, principles and skills that pupils should learn.

He further noted that, the content of instruction should address the same concepts with all pupils but be adjusted by the degree of complexity for the diversity of learners in the classroom, ([http:// www. Org/publications diffinstruc](http://www.Org/publications/diffinstruc). Retrieved on 28th August -07).

According to [http://www.org\(2007\)](http://www.org(2007)) teachers should apply such elements:

- ***Clarify Key concepts and generalizations*** to ensure that all learners gain powerful understandings that serve as the foundation for future learning. Teachers are encouraged to identify essential concepts and instructional foci to ensure all learners comprehend.
- ***Use assessment as a teaching tool to extend versus merely measure instruction.*** Assessment should occur before, during and following the instructional episode, and help to pose questions regarding students' needs and optimal learning.
- ***Emphasize critical and creative thinking*** as a goal in lesson design. The tasks, activities and procedures for students should require that students understand and apply meaning. Instruction may require supports, additional motivation, varied tasks, materials or equipment for different students in the classroom.
- ***Engaging all learners is essential.*** Teachers are encouraged to strive for development of lessons that are engaging and motivating for a diverse class of students. Vary tasks within instruction as well as across students. In other words, the entire session for students should not consist of all drill and practice.
- ***Provide a balance between teacher - assigned and student - selected tasks.*** A balanced working structure is optimal in a differentiated classroom. Based on pre-assessment information, the balance will vary from class-to – class as well as

lesson – to – lesson. Teachers should assure that students have choices in their learning. Retrieved from <http://www.cost.org> retrieved on 28th Aug 07.

Creemers (1994), presents the basic model of educational effectiveness and classroom factors that influence learning. Besides the obviously influential time factor (referred to with terms like ‘academic learning time;’ ‘time – on – task’, and opportunity to learn) making up the ‘amount’ of instruction, he points to the quality of instruction as the central factor in educational effectiveness. Referring to the quality of instruction and based it on theoretical notions and empirical research, Creemers concludes with a list of effective characteristics of three components of classroom instruction.

With respect to the component of grouping procedures, Creemers suggests to apply principles of: mastery learning; ability grouping and cooperative learning, all of which are highly dependent on differentiated material and on material for evaluation, feedback and corrective instruction.

With respect to the component teacher behaviour, Creemers refers to: efficient classroom management, resulting in an orderly and quiet atmosphere; properly organized homework; high expectations of teachers on their influence; clear goal setting (restricted set of goals; emphasis on basic skills and on cognitive learning and transfer); structuring the content ordering of goals and content; use of advance organizers; making use of prior knowledge of students; clarity of presentation; questioning, for stimulation and checking students’ understanding; immediate exercise after presentation of new content; evaluation, feedback and corrective instruction.

Not surprisingly, Creemers underlines the interrelation between these three components. The central message of this literature is evident: structure is of paramount importance, instructional materials, classroom organization, and teacher behaviour.

Creemers (1994) concurs with Gross et. al (1971), where he mentions explicitness and ordering of goals and content: offering structure and clarity of content; inclusion of advance organizers; inclusion of material for evaluation of student outcomes, feedback and corrective instruction. This study sought to investigate how learners gain powerful understanding that serve as the foundation for future learning.

The implication of the above literature on this research is that it discusses the attributes of an effective classroom instruction, which includes components such as grouping procedures, teacher behavior which results in efficient classroom management resulting in an orderly and quiet atmosphere; properly organized homework, high expectations of teachers on their influence.

It will be important for this study to investigate the challenges facing FPE programme in Kenyan schools that make it difficult for the realization of what will be expected of efficient classroom instruction.

2.7 Recent Studies

Nkinyangi (2005) carried out a study entitled “Free Primary Education assessment report”- Taita Taveta report. Findings from the study revealed that especially in the towns, enrolments became high, for instance in Voi Town, Mwanyambo primary school had its classes so flooded with new pupils that it became hard for a teacher to know students by their names. Teachers said that many of the newly enrolled children were

over age children. There is a problem of the age factor since schools were not given an age limit on new admission.

The report further observed that pupils have started to enjoy schooling because they are no longer being sent home for the many school levies as was the case before FPE. This has resulted in high attendance rates and continuous learning. Pupils are assured that they will not be sent home any more. This is an important achievement of the NARC government. Children are able to have books and some are doing extra exercises. Poor children even street children now attend school.

Teachers suggested that, the government should provide less fortunate pupils with uniforms because some of them came to school in tatters “almost naked”. Also the government should introduce feeding programmes, because food at school helps to retain pupils and attract the poor of the poorest to school. This was an achievement during President Moi’s regime whereby he managed to provide school milk to all schools in Kenya to attract children to school (Bogoko 1992).

Teachers reported that pupils were more interested in learning since textbooks were provided. However, due to high enrolment and congested classrooms, teachers were unable to teach well and pupils were unable to concentrate. Most teachers complained that education quality was going down. It is often the bright pupils that get the attention of the teachers, many parents believe that quality of learning has drastically gone down.

This study sought to enumerate and discuss in specific terms the various challenges that stand on the way of FPE programme that make it difficult to realize quality instruction in classrooms as is expected.

Gichuru (2005) carried out a study entitled “Free Primary Education assessment Report – in Embu District”. Findings from the study revealed that, teachers complained of lack individual attention, due to the large numbers of pupils. This has greatly contributed to the poor quality of instruction; parents complained that quality of instruction had gone down because of the influx of pupils, inadequate teachers and enrolment of school dropouts. All these slowed down the teaching and learning process. Recommendations which were made in that study were that quality instruction will be ensured if parents get financially involved through cost-sharing, as well as allowing tuition to take place. The current study will examine how high enrolment in Eldoret municipality has impacted on the quality of instruction at classroom level.

Gakuru (2005) also carried out the same study “Free Primary Education assessment Report” Assessment of the impact of Free Primary Education (FPE)” in Mwingi District. One of the English teachers commented that: “The provision of books is a real blessing to us who teach English. Before FPE in some classes hardly any pupils had textbooks.... forcing me to pass my copy to pupils during reading lessons for them to read in turns. This was wasting a lot of time”.

The findings of the study revealed that the quality of education in the district had improved remarkably because pupils spent more time in school and teachers were able to complete the syllabus. It was also reported that the quality of education had improved as

a result of sufficient teaching and learning materials provided by the government. At the same time the provision of charts and maps has made learning of science and social studies easier for the pupils.

Yet, some groups argued that the introduction of FPE had led to deterioration in the quality of education. They argued that there were larger numbers of pupils and classes were too big to manage. Teacher pupil interaction was minimal and one can only move with the brighter pupils in class leaving the slow learners unattended

The deterioration in the quality of education is also associated with teachers being overloaded. The decline in the quality was also related to the inadequacy of facilities, such desks and textbooks. Parents also reported that quality of education was being affected by the enrolment of over age pupils. The study also examined discipline in relation to quality of education. The majority of respondents felt that with disciplined pupils, the environment would be conducive to quality teaching and learning.

That study sought to find out what challenges hinder the realization of quality teaching in Eldoret municipality and compare the issues raised to those that have been raised to other areas that have been studied.

Wasanga (2005) carried out the same study in Nairobi. He also concurred with the above researchers. He noted that teaching and learning materials are of great importance to pupils' performance. Provision of textbooks has made teaching easier. Since pupils have textbooks, they can now read ahead of the teacher. This has improved the quality of education. FPE has however resulted in an influx of pupils into schools, causing

congestion in classes. Marking of exercise books is now difficult, teachers are unable to teach effectively. Some new pupils need special attention which cannot be possible because the number of pupils is too high for the smaller number of teachers.

This study investigated how the quality of instruction has been affected by the various teaching/learning conditions that have been occasioned by FPE. Obiero (2005) in Gucha District, carried out the same study. He also concurred with his colleagues that FPE has positive and negative impacts on quality of education in schools. In some cases teachers commented positively that FPE has improved performance. On the negative side FPE has declined the quality of education in schools. Since pupils were not allowed to repeat classes, those who performed poorly proceeded to the next class without merit. Also understaffing of teachers due to few teachers and large classes has contributed to the decline in quality of education. The current study seeks to examine how quality of instruction at classroom level has gone down because of lack of teachers and how the issue of not allowing children to repeat has caused decline in the quality of teaching and learning at classroom level.

The same study was also carried out in Kisumu by Aduda and Abagi (2005) who equally observed that FPE has positive and negative impacts on the quality of education. On the positive side FPE has enabled all children to get access to education, which was not possible in the past given the numerous levies charged in schools before NARC took over Dec.2002.

FPE has allowed more girls to come to school. When schools charged levies, parents withdrew their girls from schools having them get married or work as maids. This shows that parents are aware of the fact that poverty affects girls' schooling more than boys'. Any move to alleviate poverty, therefore has a positive impact on girls' education. However, they also identified negative impacts on quality of education. Congestion in classrooms is due to increased numbers of pupils, which did not augur well for effective teaching and learning.

They also complained that there is a deficit of more than six to seven teachers in most schools, thus this affected the quality of teaching and learning in some classes or some subjects went untaught and that does not augur well for provision of quality of education.

A parent commented that:

“We need more teachers if our children are to learn well. We used to have twelve teachers and now they are only eight yet the number of children has increased. This means some classes are not taught and that is not right. The government should therefore employ more teachers”. (P. 30)

Parents also wanted teachers' terms and conditions of service improved, to motivate them for better quality of education. Teachers should go for more training to improve their skills particularly in areas like multi-grade teaching. Teachers need further training to adjust to the challenges brought about by Free Primary Education. Unlike the above studies, the current study will go beyond the use of instructional materials to improve quality of education and look at other factors such as training of teachers, attitude of both parents and pupils and in servicing of teachers and see if they will improve the quality of

instruction at classroom level. Whereas many studies have been undertaken by the above researchers, they dwelt only on positive and negative side on the challenges facing FPE in various districts. But this study sought to investigate how FPE has impacted on the quality of instruction at the classroom level.

The Ministry of Education, Science and Technology (2003) carried out a study entitled “Report of the task force on implementation of Free Primary Education” in Kenya. The report examined the provision of textbooks, teacher pupil ratios and its estimated costs in Free Primary Education in Schools. It also looked at human resource as the key to the successful implementation of FPE. The report also addressed issues related to sensitizations and mobilization of educational personnel, teachers, school committees and parents which are the key determinants to improve access to Free Primary Education. The ongoing public reform calls for rationalizations of functions and staff deployment before recruitment of additional staff. However, the Teachers Service Commission will continue to recruit more teachers to cater for staff shortages caused by natural attrition, capacity building through in-service training is critical. Pre-service training programmes should be re-designed to prepare trainees to cope with new challenges in FPE in public primary schools.

The study examined the provision of physical facilities as a requirement to accommodate more than 1.5m school children. It recommended the utilization of existing facilities through the use of multishift modes of delivery in order to increase access to children in lower primary schools. Based on the findings, it was recommended that there is need to accelerate the revision of the education Act in order to support appropriate mechanisms

and authority for enforcing guidelines for the implementation of FPE, with particular reference to abolishing fees and other levies and that universal primary education Fund be established for the sustainability of FPE.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the various methodological procedures that were employed in the study during its execution. The chapter presents the study design, the study area, the study population, sample sizes and sampling procedures, data collection procedures, research instruments, data analysis, validity and the reliability of the instruments. The subheadings will be discussed and highlighted as mentioned above.

3.1 Research Design

This study used a descriptive survey research to get quantifiable information from the sample, which facilitated decision-making. In using descriptive survey research, the researcher was able to collect original data from a sample and generalized the findings to all public primary schools Eldoret Municipality and in the country. The descriptive method was recommended its suitability in for data collected through questionnaire or observation check lists. These two instruments are ideal when collecting information about a phenomenon (Kerlinger 1983)

3.2 The Study Area

The study was carried out in Public Primary Schools in Eldoret Municipality in Uasin Gishu District in Rift Valley Province. Eldoret municipality lies along the Latitude $0^{\circ} 30^{\circ}$ North and Longitude $35^{\circ} 01'$ East at an altitude of 2,085 meters above sea level. It has acreage of 148 square kilometers (EMC, 2002). Because of its location it enjoys a favorable climate and has attracted many people from all corners of Kenya and even

beyond. The choice of Eldoret Municipality is guided by the need for maximum utilization of the available resources in terms of time, human resources and finances, since the researcher lives in Eldoret.

3.3 The Study Population

The study population comprised of the municipal QUASO in charge of education, ten head teachers, approximately 33 teachers who are teaching class 6 and about 177 pupils from the selected public primary schools in Eldoret municipality. The municipal QUASO and Head teachers were selected because they are the supervisors of the quality of education in the municipal primary schools in Eldoret Municipality.

3.4. Sampling Procedure

Stratified sampling procedure fitted this study because Eldoret municipality had 6 zones that must be represented in the study. According to Mugenda and Mugenda (1999), the goal of stratified random sampling is to achieve desired representation from various sub-groups in the population. The two scholars further wrote that in random sampling subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. For the purpose of this study, simple random sampling was utilized. In this case, names of public primary schools in each zone were written on small pieces of paper, folded and placed in a container, they were mixed and the required number were picked randomly from the container.

All head teachers and two teachers teaching standard six pupils in the selected schools were purposively selected. Thirty percent (30%) of the standard six pupils were selected using systematic random sampling to get pupils who participated in this study. In

selecting pupils, the researcher used a class list to select the first name randomly and then picked every 3rd name on the class list until the required number of pupils from each sampled schools was obtained.

3.5 Data Collection Procedures

This section describes data collection procedures. The researcher employed the use of questionnaires and observation techniques to collect data. Questionnaires are well defined and constructed questions that to obtain important information about the population under study to address a specific objective. Mugenda and Mugenda (1999).

The researcher constructed the questionnaires and personally delivered them to various schools, where school teachers assisted to give them to the respondents to fill and return after two weeks. The questionnaire schedule was used because the respondents were able to read and write at their own pace. Observation schedule is a tool which involves the researcher to observe or even participate in the events done so as to get information pertaining to the issue under study. The researcher utilized an observation checklist to record what she observed during data collection. First the researchers define the behaviors to be observed and then developed a detailed list of behaviors. Observation schedule was be used because it permitted the observer to spend time thinking about what was occurring rather than on how to record it and this enhanced the accuracy of the study.

3.6 Data Collection Instruments

Researchers prefer using methods that provide high accuracy, generalizability and explanatory power, with low cost, rapid speed and maximum management demands and administrative convenience Mugenda and Mugenda, (1999). Basing on this fact, a combination of the following research instruments was used in this study for complementary purposes: Questionnaires, interview schedules, observations checklist and document analysis such as class registers, admission records among others.

3.6.1 The Questionnaires

- I. Questionnaires were preferred because they are convenient tools through which many respondents could be reached. The questionnaire made it possible to obtain a wide variety of responses and to draw more reliable conclusions from the responses of teachers and pupils. Questionnaires also facilitated easy and quick derivation of information within a short time Mugenda and Mugenda, (1999). , For purposes of this study, two self –administered questionnaires were used to obtain data from the pupils and teachers. Given that these two groups of subjects are found together in a normal school setting administration of this tool was feasible. The questionnaire for pupils was divided into two sections. Section I contained items that sought pupils’ demographic data. Section II contained open –ended and closed – ended items, which sought information about clarity and awareness of FPE, availability of resource materials and facilities, their attitude towards FPE and provision of support by educational managers. This questionnaire is presented in this report as Appendix II

The questionnaires for teachers were also divided in two sections. Section 1 sought demographic information and section II contained closed - ended and open - ended items seeking information about factors affecting implementation of FPE programme with reference to clarity and awareness of FPE; competency of the teachers to implement the programme, management support for the teachers, availability of resource materials and facilities and attitudes. Likert – type scale questions were used to obtain data concerning the teachers’ and pupils’ attitude towards quality instruction at classroom level. The Teachers’ questionnaire is presented as Appendix III.

The Interview Schedule

Two structured interview schedules were prepared and used to collect qualitative in-depth data. The interview schedules provided the researcher with greater opportunity to describe the purpose of the study (Stone and Harn’s 1984). This instrument was used to obtain information from head teachers and two Municipality Quality Assurance and Standards Officer (inspector) in charge of quality educational programmes.

The items in the headmasters’ interview schedule sought information on their characteristics, their supervisory role in curriculum implementation and provision of support to the teachers during the curriculum implementation process in the selected primary schools. In the development of the interview schedule, the fixed – choice and open – ended formats of items were use to avoid limiting the respondents’ response and to facilitate guidance and probing for further clarification. The items were designed on the basis of the research questions, the objectives of the study and the theoretical

framework as stated in chapter one. This instrument is presented as Appendix IV of this thesis.

The items in the Municipal Quality Assurance and Standards Officer (Inspector's) interview schedule sought information on his/her characteristics, as well as his/her role as a curriculum information provider, curriculum change agent, director and organizer of in-service training programmes for teachers. The items sought to derive his/her views on the process of the implementation of quality instruction in the selected primary schools in Eldoret municipality. This instrument is presented in appendix V.

3.6.2 Observation checklist

This method was employed because it is a qualitative primary research instrument for gathering data in a more natural way that ensures validity and reliability. For the purpose of this study, direct observation was used to collect data concerning the availability of resource materials and facilities for effective implementation of FPE in selected primary schools. Direct observations technique was suitable for such a descriptive study because it is objective –unbiased and facilitates derivation of more authentic data. Areas that were observed include classrooms, desks, chairs, toilet facilities and libraries, offices among others. Observation schedule was also used to examine teacher pupil ratio. The observation check list as Appendix VI.

3.6.3 Document Analysis Proforma

A guide for document analysis was prepared to help in deriving data concerning supervision of the implementation of the type of instruction given at classroom level. The following documents were analyzed to establish the extent to which the quality

instruction is offered at classroom level and their professional competence. Library inventories were checked to establish the availability of resource materials for teaching and learning such as teachers' guide and also to check pupils' performance over the last five years in public primary schools, in Eldoret Municipality.

3.7 Validity and Reliability of the Research Instruments

Mugenda and Mugenda (1999) define validity of an instrument as the degree to which results obtained from the analysis of the data actually represent the Phenomenon under study. The validity of research instruments was established by requesting the two supervisors and colleagues from the department of Curriculum, Instruction and Educational Media at Moi University to proof-read and provides necessary advice and information. The supervisors were further requested to rate the ability of each item in the instruments to measure and elicit anticipated information. They were also asked to assess if the required data would be meaningfully analyzed in relation to the related research objectives and questions. The validity of the instruments was verified during the piloting of the study in Kitale municipality. Advice and suggestions offered by the teachers were used by the researcher to modify the instruments to make them more adaptable in the study.

Reliability of the instruments was established by the test-retest method. The pilot study was carried out in Kitale municipality in Trans-Nzoia District. This enabled the researcher to check whether the questionnaires elicited similar responses by the respondents. Pupils' questionnaires were administered to 24 pupils and 3 teachers in Kitale Municipality. This constituted 10% of the target pupils' population and 20% of the

teacher population. A week later, the researcher went back to the same teachers and pupils to administer the same instruments. From the two sets of scores computation of the correlation co-efficient was calculated using the Pearson product correlation co-efficient worked out as shown:

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[NX^2 - (\Sigma X)^2][NY^2 - (\Sigma Y)^2]}}$$

Where:

r = Pearsons' r

ΣX = the sum of score in the first distribution

ΣY = the sum of score in the second distribution

ΣXY = the sum of product of paired X and Y

ΣX^2 = the sum of squares in the X distribution

ΣY^2 = the sum of squares in the Y distribution

$(\Sigma X)^2$ = the square of the sum of X scores

$(\Sigma Y)^2$ = the square of the sum of Y scores

N = number of paired X and Y scores

A reliability coefficient of 0.86 was obtained for students' questionnaire and 0.75 for teachers' questionnaire. These scores were above 0.5 and were deemed high enough to enable the researcher to use the questionnaires to collect the data required.

3.8 Data Collection Procedures

A research permit was obtained from the Office of the Permanent Secretary in the Ministry of Education, Science and Technology. This was done to give the study a legal backing. The document authorized the researcher to conduct the study in the identified offices and selected primary schools in Eldoret municipality. A reconnaissance study was carried out before the real study. Dates were booked as to when the instruments would be administered in writing. Schools were explained the purpose of the study. This was done a week in advance to enable the participants to get ready before the visit. The researcher personally visited the sample public primary schools and the Municipal Quality Assurance and Standards Office in the Municipal office. The researcher herself did direct observation and administered the questionnaires. Interviews were also conducted among the various sample groups to clarify and seek more in depth responses on issues on both the questionnaires and interview schedules. This was done to cut down on the costs, time and energy. Similarly this ensured maximum return rate of the instruments.

Questionnaires for each selected schools were filled and returned after two weeks. Teachers and pupils who were unable to complete their questionnaires were allowed a period of two weeks to respond to the questionnaires. This was considered appropriate because the teachers required enough time to respond to the questionnaires without interfering much with their daily duties. There was a 90% return rate of the questionnaires. This return rate was due to the fact that some schools were not cooperative enough, though teachers and pupils were enthusiastic to participate in this study. The respondents were instructed not to write their names on the instruments for confidentiality purposes.

3.9 Data analysis

Data obtained from the questionnaires and interview schedules for this study were coded using SPSS and put into categories. Data was analyzed using descriptive statistics. Presented in the form of tables and pie charts. For the purpose of analysis of data generated from questionnaires, the alternatives provided “Strongly Agree” and “Agree” were merged to mean “Agree” and “Strongly Disagree” and “Disagree” were merged to mean “Disagree”. Perception and opinion of the respondents on the factors affecting the quality of instruction at classroom level were analyzed and rated using the descriptive statistics and presented in the form of percentages and frequencies. The frequencies and percentages were used by the researcher to make subsequent conclusions and recommendations. A detailed analysis of the information collected is reported in chapter four that follows.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the findings of the study on the various areas that were investigated and whose findings are presented. They include learner characteristics associated with FPE, clarity of objectives of FPE among teachers and the teachers attitudes towards FPE. Provision of both physical and material resources by FPE and finally necessary support given to schools and teachers in their effort to implement FPE.

Descriptive statistics were mainly used in analyzing the data. Statistical Programme for Social Science (SPSS) on computer was used. The results were presented in form of frequencies, percentages tables and pie charts.

The focus of the study was to investigate the quality of instruction following the implementation of FPE, and was guided by the following research questions:

1. What are the learner characteristics that may be associated with FPE
2. What physical facilities and instructional materials have been provided through the FPE programme, and in what way have these resources affected the quality of instruction.
3. What are the attitudes of head teachers, teachers and pupils towards FPE and how does this affect the quality of instruction.
4. Were teachers adequately prepared to implement the FPE programme
5. Do the education managers provide the required support to implement quality instruction?

In order to effectively answer each of the research questions, data has been analysed under the following sub-headings which directly correspond to the various research questions.

- Learner characteristics
- Physical and material resources and their impact on instruction
- Knowledge of objectives of FPE (clarity of the programme to teachers)
- Attitudes of head teachers, teachers and pupils towards FPE
- Teacher competency
- Management support

4.1 Learner Characteristics – Enrolment per Gender

Table 4.1 below shows the school enrolment that followed the implementation of F.P.E. within the study area i.e. Eldoret municipality in seven years following the launch of F.P.E.

Table 4.1: Learner Characteristics – Enrolment per Gender

Year	No. of Schools	Enrolment by Gender		Total	% Change in Enrolment
		Boys	Girls		
2002	39	11,205	11,239	22,444	-
2003	42	15,196	15,116	30,312	+35.06
2004	42	16,192	16,354	32,546	+7.37
2005	41	16,361	16,724	33,085	+1.66
2006	40	16,481	16,936	33,417	+1.00
2007	40	16,864	17,310	34,174	+2.23
2008	39	14,723	15,040	29,763	-12.9

From the above table, it is revealed that there was massive increase in pupil enrolment in primary schools within Eldoret municipality which registered an increase of 35.06%. in 2003, the year FPE was launched. In the following year, 2004, the increase was only moderate rising by 7.37%. in the three years after 2004, the increase was small ranging between 1%-2%. In 2008, there was a remarkable drop in enrolment. This could be explained by the post-election violence that rocked the country following the December 2007 disputed presidential elections. The violence which took a tribal dimension made some members of the same communities to move out of Eldoret municipality.

With the increased enrolment in 2003, three other new primary schools enrolled pupils, raising the number of primary schools within the municipality from 39 to 42. These schools soon dropped out and by 2008, the number of schools was back to 39.

Within the 5 year of the introduction of FPE that is 2003 and 2007, the overall school enrolment in the municipality rose from 22,444 pupils to 34,174, which translates to an increase of 52.26%. The increase was also noted in individual schools within the municipality, as shown in table 4.2.

Table 4.2: Individual School Enrolment in 2002 and 2007 in selected Primary Schools within Eldoret Municipality

Primary School	Pupil Population in 2007	Pupil Population in 2002	% Change
Langas	2521	1585	58.75
Kandie	1451	830	77.82
Kap Kenduiywo	506	384	31.77
Township	1305	732	78.28
Uasin Gishu Primary	1020	1343	-24.05
Central	1200	700	71.4
Kapyemit	970	680	42.6
St. Patricks	880	620	41.9
Huruma	1450	850	70.6
Kimumu	1100	780	41
Total enrolments	12,403	8,504	Total % change 49%

The data on table 4.2 shows that school enrolment greatly increased in most schools within Eldoret Municipality. Schools within the study area experienced enrolment of between 31.77% and 78.28%. In one school, however, there was an interesting scenario. In Uasin Gishu primary, the pupil population registered a drop of -24% between 2002 and 2008

This is probably because of the fact that the school is a municipal public school that is liked by many parents within the municipality but whose admission was difficult because of the many levies that were charged by the school. With the implementation of FPE, many parents rushed to have their children admitted to the school. The temporary increased enrolment upset the more financially able parents who then pulled out their children to send them to private primary schools. Within the study area, school enrolment increased from 8,504 in 2002 to 12,403 in 2007, representing a percentage increase of 49%.

4.2 Learner Characteristics – Learners Sex and age Distribution

There is a general view that the implementation of FPE in Kenyan schools encouraged many children to enroll, with some of them being over age. To establish this, the learner (sample) characteristics were investigated and captured through analyzing the learners sex and age. Analysis of sex was important since it was expected to point to the gender distribution in enrolment. The results are shown in table 4.3.

Table 4.3: Distribution of Learners by sex

Gender	Frequency	Percentage (%)
Female	95	53.7
Male	82	46.3
Total	177	100

From the table 4.3, of the 177 pupils sampled, 95 of them, representing 52.3% were girls, and 82 of them, representing 46.3% were boys. The results show that the enrolment of girls is higher than that of boys, with the girls edging the boys by 7.4%

This suggests that the number of girls enrolled under the FPE programme is more than that of boys. The distribution of learners by age was also investigated and results tabulated on Table 4

Table 4.4: Distribution of Learners by Age

Age	Frequency	Percentage
11 – 13	138	78
14 – 16	34	19.2
17 – 19	4	2.3
Over 20	1	0.5
Total	177	100

The distribution of learners by age shows that 138 of them, out of 177 of the pupils in standard six are between 11 and 13 years old, representing 78.0%, 34 of them, out of 177 representing 19.2% were between 14-16 years old. 4 pupils representing 2.3% were between 17 and 19 years. Only 1 pupil or 0.5% of the pupils in the class was over 20 years. This particular pupil was precisely 86 years old and is regarded the world's oldest pupil. The usual age for standard six pupils who formed the sample for this study is 11 years. All pupils above 14 years, who are about 39 and representing about 22% are all over age for standard six. This age distribution can be explained by FPE programme. Some pupils who had not joined school with others who had dropped out of school were able to join school with the launch of FPE.

Of particular interest was one student who was over eighty years and who was attending one of the primary schools within the study area. From the foregoing, it is evident that the implementation of FPE in Kenya, was associated with increased enrolment. Pupils who were over-age were also enrolled in schools. This was to have profound effects on

school management, competition for both physical and instructional materials of schools, besides impacting strongly on teaching and assessment procedures.

4.3 Physical Facilities in Sampled Schools

The study sought to investigate the availability of physical and instructional resources available to schools prior and after the launch of FPE. This was done through interviews with school headteachers and class teachers, and by making direct observations of facilities within the sample schools.

In most of the sample schools, no new classroom had been built despite the upsurge in pupil enrolment. Only in township primary had a class been built by LATF funds. In all schools visited the average number of pupils in most classrooms was 55, with some classes in low income suburbs rising up to between 80 and 100. The classrooms are generally congested. The desks for children to sit are inadequate. The pupils in some schools sit on wooden benches. Toilet facilities in most schools are overstretched with most of them being in poor condition. To young children, the toilet facilities pose a health hazard.

The headteachers lament that the funds received particularly to maintain the physical facilities are extremely inadequate. This coupled with the fact that parents are unwilling to supplement school funds makes it very difficult for schools to improve these facilities. These conditions of teaching and learning have greatly compromised the quality of instruction found in most schools.

4.4 Availability and use of instructional resource Materials

Pupils views the use of instructional materials were sought. Pupils were asked to respond to question items that sought their feelings about the adequacy of books and other reference materials such as dictionaries, Atlases, and related illustrative materials such as diagrams. The questions were asked to both boys and girls.

Their responses were captured on a five point likert scale (i) strongly agree (ii) Agree, (iii) undecided, (iv) disagree and (v) Strongly Disagree

Table 4.5: Availability and use of instructional resource Materials

	SA	A	U	D	SD	
Gender						%
Male	25	20	2	27	8	82
Female	26	29	1	35	4	95
Total	51	49	3	62	12	177
%	28.8	27.7	1.7	35	6.8	100

From table 4.5 above, 56.5% of the pupils felt that the use of the textbooks bought through the FPE have improved instruction in class. They supported their feeling of improvement of instruction on grounds that they have textbooks to refer to after the teachers have covered work in class, and are able to easily do their assignments. 41.8% of the same cohort of pupils felt that the textbooks made available by F.P.E have not

improved teaching in any meaningful way. This they attributed to the fact that too many pupils share the same book making it difficult to use it when need arises. It was noted that in some schools the textbook to pupil ratio was between 1.5 to 1.8.

Other issues of resentment of FPE by pupils included the fact that most school facilities were overcrowded. Classrooms were full to capacity, and going to the toilet was also common. Sitting was a problem as desks were not enough. This made some pupils to openly complain that their bloated class numbers were making them scramble for the textbooks making it difficult to do their homework.

On the utilization of reference materials, pupils agreed that they now have more reference materials than were the case before. Pupils however, complained that while a number of materials have been bought through the FPE funds, the same materials are rarely used by teachers. Whenever they are occasionally put to use, the number of pupils assigned any given material is usually high making the use of such material limited.

A further interview with the pupils revealed that some other textbooks and reference materials are usually kept in the library shelves as teachers feel that the responsibility of issuing them and having to collect them at the end of the school term is too involving. Secondly teachers feel that pupils will dirtily the books or even lose them.

From the foregoing, it appears that despite the efforts by the government to provide textbooks and other illustrative materials the translation of the same to quality instruction is still far from being realized.

4.5 Attitudes of Head teachers, Teachers and Pupils towards F.P.E.

Positive attitudes towards an educational programme will favour its successful implementation. This view is shared by Shiundu and Omulando (1992) as they articulate the importance of positive attitude in curriculum implementation. To investigate how attitudes by head teachers teach and pupils affected the FPE programme, the various groups were interviewed.

4.6.1 Attitudes of Head teachers towards FPE

A total of 10 head teachers responded to a questionnaire that sought their feeling on FPE and its influence on quality instruction. The head teachers feelings were categorized and represented by the table, 4.6.

Table 4.6: Attitudes of headteachers Towards FPE and its Impact on Instruction

Question to Headteachers	Possible Response	Frequency	%
FPE has positively improved teaching	Yes	6	60
FPE has positively improved teaching	No	4	40
Total		10	100

Six headteachers felt that FPE was a timely programme for providing education to the Kenyan children as it made it possible to enroll many children in schools. Four teachers however felt that FPE has negatively impacted on quality education because it led to increased enrolment which was not matched by both physical, human and material resources.

They also felt that it had encouraged laziness among some parents who were not willing to co-operate with schools on issues that require funding but are not covered within the current FPE programmes.

4.6.2 Attitudes of teachers towards FPE

A total of 33 teachers drawn from the sample schools were asked to respond to question; items that sought their attitudes towards F.P.E and how the programme has impacted on instruction. Their responses were captured by the table 4.7 below.

Table 4.7: Attitudes of Teachers Towards FPE

	SA	A	U	D	SD	Total
FPE has improved classroom instruction	5	13	0	11	4	33
%	15	39	0	33	13	100

From the table 4.7, 54% of the teachers felt that FPE has improved instruction while 46% of the teachers felt that the quality of education had dropped.

4.7 Clarity and awareness of the Objectives of F.P.E

To achieve effectiveness in a programme such as F.P.E., teachers need to be involved. Fullan (1982) observes that for the success of an educational programme, teachers need to be in the centre stage. This is because they are the ones who bear the blunt of implementation. The study therefore sought to establish the extent to which teachers were involved in the planning for F.P.E. and their perceptions of the programme. The results of the investigations in various aspects of F.P.E. are captured in the table 4.4.4

Table 4.8: Teachers involvement and clarity of various aspects of F.P.E.

Aspect of F.P.E.	Clarity and Understanding			No Idea	Total
	Extremely clear	Clear	No difference with old objectives		
Objectives of FPE					
%	3	12	15	3	33
%	9	36	46	9	100
Teaching methods for FPE	Require very different approach	No difference with former methods			
%	13	20		0	3
%	39	61		0	33
Methods of evaluation	15	18			0
	45	55			100
Resource materials and utility in teaching	10	23			33
%	30	70			100
	Very involved	Somehow involved	Not involved	No Idea	
Involvement in planning/awareness of FPE	3	5	22	2	
%	9	15	68	8	

From table 4.8 the following observations were made; 45% of the teachers said that they were clear of the objectives of FPE, while 55% of the teachers felt that the exact objectives of FPE are not very clear to them. On close examination through interviews, most teachers said that most of what they have come to know about FPE was largely what they have learnt through the media and government circulars sent to schools.

On teaching methods to handle the FPE classes most of which are large, 13% of the teachers felt that the teaching methods need to be changed while 61% of them felt that one can use the same old methods. To evaluate the pupils, 55% of the teachers felt that one can use the same methods formerly used in small classes, while 45% felt that the evaluation methods must change citing the use of class assignments that require the teacher to mark to have been phased out owing to large numbers. Questions requiring essay responses are also rarely used, instead preferring short answer or multiple choice question items.

The resource materials that have been provided through F.P.E. may require teachers to change their approach to instruction in an effort to use the materials. To this, 33% of the teachers agreed that teaching methods need to be changed to incorporate the acquired instructional materials in teaching. 61% of the teachers however felt that the materials bought through F.P.E. do not call for any change in the methods of instruction. To them, teaching is the same as before.

Sampled teachers were asked whether prior to the implementation of F.P.E. they were in any way involved in awareness meetings for the new programme and whether they knew the objectives of F.P.E. 68% of the teachers said they were not

involved at all. A total of 24% however, felt that they were in one way or the other involved through attendance of seminars organized by the district education office, although this meeting followed the implementation of F.P.E.

These findings present a gloomy picture on the teachers preparedness to implement FPE. To most teachers, F.P.E. was one of those politically motivated programme having been introduced with the ascending of the NARC government to power. To teachers, F.P.E. was a government move to popularize itself, by opening up education to all children regardless their economic background. Children were not expected to pay and on coming to school, schools were expected to absorb them and provide them with books and writing materials. F.P.E. has given children from all walks of life a chance to go to school and learn free of charge.

4.8 Teacher Competency

The capability of a teacher can affect his/her ability to implement a new programme. This study sought to investigate the capability of teachers to implement the FPE programme. Competent teachers should have instructional skills and lay strategies for implementing new programmes. Competent teachers should also possess mastery of the curriculum content so that they can impart the required knowledge, skills and attitudes to the learners.

Fullan (1982) asserts that quality of teaching and learning depends on the competency of teachers. Gross et.al., (1971), concur with Fullan (1982) by asserting that the effectiveness and efficiency in teaching and learning are determined by the teachers' academic and professional characteristics as well as his/her experiences as a teacher.

During an interview with the teachers, it was found that the problem of understanding the many aspects of FPE had been addressed by organizing workshops and seminars for selected teachers from each school to discuss and come up clarification and understanding of the expectations and demands of the new programme. Despite this effort however, upto about 40% of the teachers were not clear on the best strategies to handle the large F.P.E. classes.

In this investigation, teacher awareness and competency was captured through the number of times each teacher had attended in-service course on F.P.E. Teachers were asked to respond to whether they had (i) not attended (ii) attended once or twice (iii) attended over two times. Their responses were shown in table 4.4.5.

Table 4.9: Teachers Attendance of Awareness/In-service seminars

Attendance	Frequency	Percentage
Not attended	6	18.2
Between 1 and 2 times	11	33.3
Over 2 times	16	48.5
Total	33	100.00

Table 4.9 indicates that out of 33 teachers sampled, 6 teachers representing 18.2% had not attended any in service course. 11 others representing 33% had attended at least once, with the remaining 16 or 48.5 had attended at least twice. These results suggest that efforts to create teachers awareness and their role in the implementation of F.P.E. is still very poor. With this kind of gap, personal opinions formed from political arena and other unprofessional fora get room to influence such an important programme as F.P.E., sometimes with negative influence.

To compliment the findings on teacher competency, the researcher sought to establish the teacher's level of professional training as well as the teachers experience in teaching. This two attributes are important in the success of a large scale education programme as F.P.E.

Table 4.10: Teachers teaching Experience in years

Teaching experience in years	Frequency	Percentage
0 – 5	5	15
5 – 10	3	9
Over 10 years	25	76
	33	100

From the table 4.10, it shows that a majority of the teachers sampled represented by 76% had taught for over 10 years. Only 24% had taught for less than 10 years. The results show that the teaching force in most of the schools is good enough.

The experience may however not be used as an indicator of success in launching a programme such as F.P.E. The success of such programmes may also depend on school conditions such as physical facilities available, instructional resources and the management support within the school.

4.9 Management Support

Teachers attempting to implement a programme need managerial support to enable them implement the programme effectively. The support needed includes provision of resource materials and facilities, in-service training and education and technical advice such as clarifying the objectives, content, teaching methods and methods of evaluation to the teachers.

Tum (1996) recommended that in-servicing training for practicing teachers at all levels of education should be made a priority. This study sought to establish whether the Ministry of Education and head teachers have provided any management support to assist teachers to get acquainted with the large number of classes and be in-serviced in multi-grade and double shift strategies to improve the quality of instruction.

Teachers were asked to indicate whether they found the support given in various fields adequate or inadequate. Their responses are shown in table 4.11.

Table 4.11: Support provided by Educational Managers to FPE Teachers

	Type of Supports	Adequate	Inadequate
1	In-service education from the Ministry of Education	6 (18.8%)	26 (56.3%)
2	Provision of Resource materials and facilities from the Ministry of Education	10 (31.3%)	22 (68.8%)
3	Provision of technical advice from head teachers	12 (37.5%)	20 (62.5%)
4	Provision of technical advice from QUASO (Qualify Assurance Officer)	4 (12.5%)	28 (87.5%)

From the Table 4.11, (18.8%) of the teachers sampled felt that in-service education supports from the Ministry has adequate. Ten teachers (31.3%) felt that resource materials and facilities were adequate, 12 teaches were happy with provision of technical advice from headteachers while only 4 teachers representing a mere 12.5% of the sampled teachers were satisfied with technical advice from QUAS officers.

These findings tend to suggest that management support to teachers has been quite minimal. Further interviews with the Municipal inspector of schools confirmed that there is shortage of personnel at the Municipal Quality Assurance and standards Office. This had led to rare visits by inspector to public primary schools, consequently denying the teachers the technical advice and guidance that they need as they teach the large classes occasioned by FPE.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a discussion of the findings of this study. The conclusions, recommendations and suggestions for further research are also provided in this chapter.

The purpose of this study was to investigate the factors affecting the quality of instruction at classroom level in selected primary schools in Eldoret Municipality of Rift Valley Province. The research objectives were:

- To establish whether there is clarity and awareness of the objectives of the FPE among teachers in Public Primary schools in Eldoret
- Establish the attitudes held by teachers and pupils towards FPE, and their effect on FPE.
- To establish the ability of the teachers to handle FPE and its impact on the quality of instruction at classroom level.
- To investigate the availability and use of resource materials and facilities necessary for effective implementation of FPE and their effects on the quality of instruction at classroom level.
- To find out the kind of management support accorded to the teachers and its effect on the quality of instruction.
- Make conclusions and recommendations on how to improve the quality of instruction.

The major research objective was what factors affect the implementation of FPE on the quality of instruction in public primary schools in Eldoret Municipality?

Data was collected using questionnaires, interview schedules, observation, check list and document analysis. The findings, analysis and interpretations of the data are summarized in chapter four. The following section discusses the findings on each of the objectives, considers conclusions and recommendations.

5.2 Discussion of Research Findings

This section provides a discussion of the research findings reported in chapter four.

The findings are discussed under the following sub- headings:

- Clarity and awareness of the objectives of FPE programme.
- Attitude of teachers and pupils towards FPE programme.
- Supply of resource materials and facilities.
- Teachers' competency to handle FPE programme.
- Provision of management support.

5.2.1 Clarity and awareness of the objectives of FPE

It was found that teachers lacked clarity and the necessary awareness of the changes introduced in the current programme (FPE). Some teachers and head teachers indicated that the Officers of Quality Assurance and Standards, had not organized seminars or workshops to sensitize teachers about the changes made in the FPE programme and the necessary approaches that teachers needed to adopt to be able to be effective in their teaching.

Further, an interview with teachers revealed that they received insufficient in-service training and hence did not effectively know how to manage large numbers of enrolment in classes. According to Shiundu and Omulando (1992), Fullan(1982), and Gross et al (1971), clarity and awareness of a curriculum innovation by curriculum implementers is a determinant factor of the success in the implementation process. Unless teachers have a clear understanding about what is supposed to be done and how it is to be done, they cannot implement the new programme effectively as it is required.

A study which was conducted by UNESCO (2005) indicated that teachers, parents and pupils were not informed of what FPE meant initially. This was confirmed by the interviewing teachers. Gross et al (1971) observe that, lack of communication between educational administrators and teachers limit the implementation process. Teachers need to understand the specific objectives, content, teaching approaches, resource materials required and methods of evaluation in order to implement the curriculum innovation effectively.

Urevbu(1985), concurs with Gross by observing that no new curriculum can achieve the required results unless the teachers to implement it were properly initiated into it through in-service education and training. A baseline study by the SMASSE on an in-service project (2000) in Kakamega District had similar findings.

Fullan (1982), observes that; familiarization and orientation meetings of all participating parties are necessary so that they are aware of what should change and how it should change. A similar observation was noted by Oluoch (1982), when he said that change

can be destabilizing, as it requires people to adopt and adapt to new ways of doing things. Lack of clarity and awareness of certain aspects of the FPE programme had affected the effective implementation of quality instruction at classroom level.

Teachers felt that the programme was politically motivated and that their role had been down graded. This made some teachers feel that working hard to make FPE work well was to promote the political agenda of some politicians. This made some of them to be lukewarm in their teaching work.

5.2.2 Attitude of teachers and pupils towards FPE and its impact on instruction

It was found that some teachers of FPE and pupils had positive attitudes while others had negative attitudes towards FPE programme. Pupils had mixed views about teachers' performance in their learning, since the inception of FPE. While some teachers complained of large numbers of pupils in classrooms which made it difficult to give pupils individual attention other felt that teachers were performing well. Those who said that teachers were performing well noted that, with the provision of textbooks and reference materials as well as teaching aids like maps, teacher guides, wall charts, teachers were able to prepare well for their lessons and learners were able to understand concepts being taught. This agrees with Shiundu & Omulando (1992) who noted that availability of resource materials and facilities helps teachers in developing positive attitudes towards a new programme. Pupils who had negative attitude about performance of teachers' noted that the large number of pupils in classes made it difficult for teachers to give special attention to weak pupils. Further, pupils indicated that teachers were giving fewer assignments as it was not possible for them to mark all the work effectively.

Without adequate assignments, it was not possible to monitor and gauge pupils' performance well and that has a bearing on the quality of instruction. This generally made some pupils resent FPE programme. Pupils further, indicated that shortage of teachers had affected the quality of instruction. Some lessons were not taught because the few teachers available were overloaded and could not do their best.

From these findings, it can be concluded that teachers and pupils in the selected public primary schools in Eldoret municipality had largely developed significantly negative and unfavourable predisposition towards FPE programme. This impacted negatively on quality teaching and learning

5.2.3 Availability of resource materials and facilities

It was found that the selected primary schools had insufficient resource materials and facilities both in quality and quantity for effective implementation of FPE. Some teachers and pupils indicated that the quality of education had improved as a result of teaching and learning materials provided by the government. The pupils commented on the positive impact of FPE. On the positive side they reported that they were able to get textbooks, exercise books, pens, pencils, rulers and geometrical sets among others which made learning exciting and enjoyable.

The pupils also listed some to of the negative impact of FPE, among them were congestion in classrooms following the influx of children into schools. They said the classes were congested and they could not move freely, thus inhibiting classroom interaction. Though the government had tried to provide some materials, it was observed that the class size were large. It was further observed that some desks and chairs in

classes were broken and they were uncomfortable and dangerous for pupils' safety. Schools facilities such as toilets were over-stretched. The ratio of textbooks to pupils ranged between 1:5 and 1:10. Facilities like classrooms were overstretched as most classes had over 60 pupils with others having up to 80 pupils. Most teachers complained of the large sizes of their classes.

Teaching such classes is difficult for several reasons; congested classes reduce teacher movement to supervise pupils' work. Children in such big classes have equally different abilities. It becomes difficult to attend to individual learning needs. Large class sizes also overstretch the available resources such as text books. The textbook pupil ratio was usually high. This made it difficult for the pupils to do their assignments and homework in time. Teachers also avoided giving regular assignments as they could not easily assess the work given. Teaching was generally slow which made syllabus coverage equally slow.

In some schools in the study area, particularly those in Eldoret town, the school grounds were small leading to congested and untidy playgrounds. Children dirtified themselves very easily. The toilet facilities had not been built to cope with the increased number of pupils. In some schools, toilets posed a really danger of transmission of communicable diseases. The state of these resources and facilitates demoralized teachers and pupils alike. This state of affairs played negatively on the quality of instruction

Miller and Seller (1990) and Bishop (1985) concur that, without resource materials and facilities, the teacher may not be able to set the objectives that he/she would like his pupils to attain. Kochar(1990), posits that teachers who had adequate resource materials

and facilities were more confident and productive. Studies by Talukdar (1995), Shumba (1993) and SMASSE in – service project (2000) had similar findings. Lack of enough resource materials and facilities was one factor that led to low quality of instruction at classroom level in selected primary schools in Eldoret municipality.

Teacher Competency

In this study it was found that most teachers were trained P1 and few holders of Bachelor of Education degrees and had varied years of experience as teachers. Findings revealed that some teachers were Diploma holders and therefore had knowledge and pedagogy to handle primary school curriculum. Only a few teachers were untrained. Such teachers could be seen as lacking the required competence to handle the new programme (FPE). The number of such teachers was however small, and could not have much effect on the FPE programme.

According to Goddard and Leask, (1992), the nature of the teaching process demands that teachers must continue to be learners throughout their careers, otherwise they will cease to be effective teachers, Fullan (1982), adds that the quality of teaching and learning depends on the competence of teachers. Gross et al (1971) concurs with Fullan (1982) by asserting that effectiveness and efficiency in teaching and learning are determined by a teacher's academic and professional characteristics as well as his/her experiences as a teacher.

The setback that had hindered some teachers not to attain the set objectives is that the majority of them had not attended in-service courses. This problem is exacerbated by the

fact that QUASO hardly visit the schools to induct and supervise teachers in the course of their work.

In service programmes are important as they provide teachers with the forum to share views on new programmes such as FPE, and also appraise the various approaches and strategies needed to support such a programme. The overall picture obtained from the investigations showed that the in-service seminars are not adequate. Shiundu and Omulando (1992), noted that competent teachers need to constantly evaluate the implementation process of a new programme. These findings are similar to that of Eshiwani(1993),Tum(1996) and UNESCO (2005)

5.2.5 Provision of Management Support

Findings of this study revealed that teachers received insufficient support from the education managers. It was established that education managers like Quality Assurance Officers and Standards (QASO) attempted to support the implementation of FPE programme. However, they lacked adequate personnel and skills for supervision that could lead to quality instruction. They themselves lacked knowledge and skills on how to handle large numbers of pupils in classes. This implies that lack of sufficient management support affected the teaching and learning of FPE in the selected primary schools. This professional deficiency could be addressed through mounting of in-service training and education programmes like workshops for the education managers to address their roles as curriculum leaders, curriculum information providers, curriculum change agents, organizers of in-service training, curriculum evaluators and directors.

Sifuna (1975), noted that internal and external supervision of teachers has the role of improving the quality of teaching. Education managers are supposed to clarify curriculum areas where there is doubt, provide technical advice, provide basic resource materials as well as organize and co-ordinate in – service training programmes for teachers. An interview with the Municipal Quality Assurance and Standards officers revealed that there was lack of enough personnel to supervise the increased number of primary schools in Eldoret municipality. This resulted in lack of constant and close contact between schools, teachers and Quality Assurance and Standard Officers.

These findings are similar to those of Maranga (1977), who studied on the “Guidelines for Training Education supervisors in Kenya.” It can be concluded that one of the factors that was negatively affecting the quality of instruction in the selected primary schools in Eldoret Municipality was lack of enough support from educational managers like QUASO

Schools committees were equally not supportive. Interviews revealed that they were also overwhelmed by the workload that came with the increased enrolments that came with FPE. The support from parents was poor. This is because they were largely ignorant of their responsibilities in complementing the FPE programme.

Most of them regarded FPE to have taken over their responsibility on all matters pertaining to the education of their children. For this reasons, parents were uncooperative with school management in any effort aimed at easing the school problems that resulted from increased enrolments that came with FPE.

5.2.6 Other Factors that affected the realization of quality instruction in schools

With the implementation of FPE many overage children enrolled in schools with some of them joining classes that the parents felt suited to their children. Some of the children had serious discipline problems. Some teachers found it difficult to handle such children. This greatly demoralized the teachers.

In one school in the study area, there was one over age learner who was 86 years. Most teachers were uncomfortable in handling the learner. The same learner had however attracted National and International attention. Many visitors traveled to school to see the learner with others giving donations to the school and teachers to help in maintaining the old learner achieve his interest in being in school. Teaching/learning in such classrooms with over age learners and with indiscipline learners is naturally difficult.

5.3 Conclusions

Emanating from the findings of this study, it can be concluded that the FPE programme was a major milestone in the country's education system as it opened the doors for children, who would have otherwise wallowed in ignorance to access education and through that better their lives.

The study also revealed that teachers were provided with teaching aids which were seen in some schools for the first time. However, emerging challenges include high pupil enrolment, including overage learners, inadequate facilities like classrooms, toilets, desks and chairs.

The manner in which it was implemented however failed to follow the recommended procedure of adopting such an educational programme. The success and sustainability of the programme will depend on how the various factors of curriculum implementation can be adhered to although late. All stake holders in education need to be engaged so that they can be made to appreciate their role and contribution towards the success of the FPE programme

5.4 Recommendations

Basing on the findings and conclusions of this study, the following recommendations are made:

1. The government should as a matter of priority develops the FPE policy that clearly defines what FPE is all about. The policy should give guidelines on admission criteria and class sizes. The policy should also provide for the needs of children with disabilities. The government should define various roles of stakeholders like teachers, parents and the inspectorate unit.
2. FPE should be implemented within the broader Education For All (EFA) framework, which provides for a holistic approach to education provision. The government should expand, strengthen and create centers for accelerated learning targeting over-age learners, vocational and skills training adult literacy and education programmes should be installed so that they can accommodate the over – age learners
3. Teachers should be taken through in-service courses to train them on new ways of instilling discipline without using corporal punishments. They need to be

trained on guidance and counseling to enable them deal with over- age learners, some of whom are indisciplined.

4. The government should carry out a thorough staff balancing exercise to ensure that all schools have enough teachers. The government should provide regular in-service training of teachers to improve their skills and give them a new orientation for their jobs. The government should consider employing more teachers to ease the shortage and engage more teachers who would be cheaper to maintain. The government should recruit more teachers, promote those who have stagnated in positions and improve terms and conditions of service, as a way of motivating them, so that they can take their teaching work more seriously.
5. From the observations made, it emerged that early childhood education programmes had collapsed in many schools because parents at that level were required to pay levies to cover teachers' salaries yet primary education was 'free'. So parents had opted to sending their children straight to class 1 without going through the early childhood education that provides them with solid foundation. The researcher recommends that the government should find a way of supporting pre-school education at local level to be 'free'.
6. Modalities should be designed by government for involving parents and other stakeholders towards the construction and rehabilitation of school facilities like classrooms, toilets and desks.

5.5. Suggestions for Further Research

From the research findings and conclusions drawn, there are certain aspects of classroom instruction that the researcher felt needed some further investigation. The following are some of the areas that could be considered for further research.

1. There is need to replicate this study in many other schools in Kenya to get a broader picture of what is happening in classroom instruction
2. An observation study focusing on the use of instructional media needs to be undertaken. This study concentrated on the quality of instruction. The adequacy and use of different media resources in various lessons needs inquiry.
3. Further research should be conducted in which the role of Quality Assurance Standard Officer (QUASO) to supervise and provide of quality instruction at classroom level is scrutinized.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Letter: Requesting participation of respondents

School of Education.
Department of Curriculum,
Instruction and Educational Media.
Moi University
P.O. BOX 3900
ELDORET

Dear Sir/Madam

**REF: FACTORS AFFECTING CLASSROOM INSTRUCTION IN FREE
PRIMARY EDUCATION PROGRAMME IN KENYA: A CASE OF ELDORET
MUNICIPALITY**

The study aims at determining how the increased enrolment in Public primary schools has affected the quality of instruction at classroom level. Your school has been selected to participate in the study. Your views will be useful in this study. You are therefore requested to fill in the questionnaire according to the instructions given in each part.

The information you give will be treated confidential. The findings of the study will be used purely for academic purposes.

Your co-operation and honesty will be highly appreciated.

Yours Sincerely

Rose Kemunto Momanyi

APPENDIX II

PUPILS QUESTIONNAIRE

This is part of an educational study that is being carried out on implementation and impact of FPE on the quality of instruction in primary schools in Kenya. Your school has been selected for this study. As a pupil in a public school, you are kindly required to participate in the study. Complete the questionnaire below as accurately as possible. The information obtained will be treated as confidential and will be used for the study and nothing else. Your cooperation and assistance will be highly appreciated.

INSTRUCTIONS

Respond to each item by putting a tick (✓) in the boxes and briefly write in the spaces provided appropriately

SECTION 1

A. Demographic Data

1. What is your school's name? _____

2. What is your gender? Male Female

3. Indicate your age

i) Between 11 – 13 Years

ii) Between 14 – 16 Years

iii) Between 17 – 19 Years

iv) Over 20 years

4. Indicate the type of school you are in

Single boys

Single girls

Mixed school

Other (specify) _____

5. In which class are you?

Std 6

Std 7

Std 8

6. What responsibilities are you given in school?

Class prefect

School prefect

Club official

Society official

Other (specify)

7. Are your parents alive?
 Father and Mother alive
 Father only alive
 Mother only alive
 Both parent died
8. What is the occupation of your parents?
 a. Father : Civil Servant privately employed Self employed
 unemployed
 b. Mother : Civil Servant privately employed Self employed
 unemployed
9. When did you start attending school?
 At age 5 – 7
 At age 8 – 10
 Over 10 years
 Other (specify) _____

10. Were you influenced by Free Primary Education to start schooling?
 Yes No

11. How many are you in your class? 0 – 39 40 – 49 50 – 59
 60 – 69 70 and above

SECTION 2

B. clarity and awareness of the child about FPE`

12. How many subjects are you taught in your class?
 3 4 5 6 7
13. How many teachers handle more than one subject in your class?
 1 2 3 4 more than 5
14. How many lessons are there in your class time table?
 8 9 10
15. Approximately how many of these lessons are not taught by a teachers?
16. How many teachers are there in your school?
 (Specify the number) _____
17. In your class, how many stream(s) are there?
 1 2 3 4 5
18. What can you say about Free primary education and its influence and learning in the classroom?

Good	<input type="checkbox"/>
Same as before	<input type="checkbox"/>
Bad	<input type="checkbox"/>

C. Materials and facilities for effective teaching in primary schools

19 A. Below is a list of some materials and resources needed in teaching various subject in a school. Put a (√) or an (X) to show whether or not they are available in your school and their frequency of use.

MATERIALS	Available	Used frequently	used only at times	Rarely used	So far not yet used
KIE course (text)					
Books					
Teachers' guides					
Chalk(Various colours)					
Syllabi					
Maps					
The globe					
Dictionaries					
Kamusi ya Kiswahili					
Charts					
Atlases					
School Radio					
Computers					
Graph books					
Pens					
Pencils					
Erasers/rubber					
Weather stations					
Geometrical sets					
Exercise books					
Newspapers					
Magazines					

B

FACILITIES	It is available	Not available	Not enough
Classrooms			
Desks			
Staff rooms			
Toilets			
Plying ground			
Library			
Balls			

20 In the table below show how text books and other materials are shared in your class

Subject	1 per pupil	1 per 2 pupils	1 per 3 pupils	1 per 4 pupils	1per over 5 pupils
English					
Kiswahili					
Mathematics					
Social studies					
Science & Agriculture					
Other (specify)					

D Attitude towards FPE

20. Each of the following statements expresses an opinion which you have towards FPE. You are given alternatives depending on the extent of agreement or disagreement. The choices are strongly agree (SA), Agree(A), Undecided (U), Disagree (D) and Strongly Disagree (SD), put a tick (✓) against the alternative that best describes your opinion

	STATEMENT	SA	A	U	D	SD
a	I have positive feelings towards FPE					
b	Education now is fascinating and fun					
c	Schools are now better off now that the government supports their budget					
d	Parents of all types of life have no excuse of not taking their children to school					
e	The existing class rooms are quite adequate/enough for teaching all pupils per class.					
f	The number of pupils assigned text books are good enough and enables pupils to do assignments in time					
g	Since the coming of FPE, pupils are doing better each year.					
h	Teachers have no problem with the number of pupils in their classes					
i	We do as many assignment and have them marked in time					
j	Assignments are always marked in time					
k	A teacher gives attention to each pupil (personal contact)					
l	The materials provided through FPE have improved classroom instructions					

E. RATING THE EVALUATION METHOD

21. Rate the following methods of evaluation (assessment) according to how frequently they are used in your school.

Method	Often	Rarely	Never
Tests			
Quizzes			
Examinations			
Oral questions			
Assignment			
Individual practical work			
Group practical work			
Whole class practicals			

22. Freely write your feeling about FPE and how it has affected your teaching / learning process

MANAGEMENT SUPPORT

22. Put a (√) in the box against each factor in the column to indicate the degree of seriousness of the factors/problems given in the learning process in primary schools

	Factor/Problem	Serious	Fair	No problem
a	Lack of learning materials (Books, pens etc)			
b	Lack of parental guidance			
c	Lack of enough teachers			
d	Lack of supportive management committee			
e	Negative attitude by pupils			
f	Lack of ministry of Education Supervision			
g	Lack of interaction with other schools			
h	There is disturbance from community			

21. Do you have any suggestions that can help the government of Kenya in improving FPE implementation?

Please specify _____

Thank you for your cooperation and participation

APPENDIX III

TEACHERS' QUESTIONNAIRE

This is part of an educational study that is being carried out on implementation of FPE on the quality of instruction in Kenyan schools. Your school has been selected for this study. You are one of the teachers chosen to participate in the study. You are kindly requested to complete the questionnaire as accurately as possible. The information obtained will be treated as confidential and will be used for the study intended and nothing else. Your co-operation and assistance will be highly appreciated.

Instructions.

Respond to each item by putting a tick (✓) in the boxes provided and briefly write in the spaces appropriately

SECTION I

A. Demographic Data

1. What is the name of your school? _____
2. What is your gender Male Female
3. What is your highest academic qualification?
 - (a) P₁
 - (b) S₁
 - (c) Diploma
 - (d) Degree
 - (e) Other (Please specify) _____
4. What subject do you teach? _____
5. How many years of teaching experience do you have ?
 - (a) 1 – 3 Years
 - (b) 4 – 6 Years
 - (c) 7 – 9 Year
 - (d) Over 9 years

SECTION 2

B. Clarity and awareness of the FPE

6. Do you have a clear understanding of the following aspects of the FPE in schools?

Aspects	Yes	No
Objectives		
Policies regarding material acquisition of materials		
Teaching methods		
Evaluation methods		

C. Ability of Teachers

7. What is your highest professional qualifications?
 - a) B. ED
 - b) S₁
 - c) Diploma
 - d) P₁
 - e) Others (Specify please) _____
8. Are you a trained teacher in the subjects you teach?

Yes No

- 9 For how long have you been teaching the subject(s) you teach?
 a) 1 – 3 Year b) 4 – 6 Years c) 7 – 9 years
 d) Over 9 years

- 10 Rate the following method of evaluation (assessment) according to how frequently you make use of them.

Method	Often	Rarely	Never
Test and quizzes			
Examinations			
Oral questions			
Assignment			
Project work			

- 11(a) How many times have you attended in –service courses related to the subjects you teach?

- a) Not attended
 b) Between 1 and 2 times
 c) Over 2 times

- 11(b) How many times have you attended in-service aimed at promoting your understanding of FPE and its implication on your teaching duties?

- d) Not attended
 e) Between 1 and 2 times
 f) Over 2 times

D. Availability of Resource materials and facilities

12. Below is a list of some materials and resources used or needed in teaching of various subjects. Put a (√) or (X) to show whether they are available for use in your school

Resource	Available	Not available
KIE Course book		
Teachers guides		
Syllabi		
Maps		
Geometrical sets		
Atlases		
Charts		
Graph Books		
Computers		

E. Management support for Teachers

13. Below is a list of different types of management support that are essential to teachers, put a (√) or (X) to show inadequacy

Type of Support	Adequate	Inadequate
In service education		
Provision of resource materials and facilities		
Provision of technical advice from Head teachers		
Provision of technical advice from QUASO coordinators		
Moral and related support by school committees		

a. Attitudes towards FPE

1. What has been your major source of information on FPE?

- (a) Circulars from the MOE
- (b) Headteachers briefs
- (c) In –service seminars
- (d) The media

2. Each of the following items expresses an opinion which you have towards implementation of FPE on the quality of instruction. You are given alternatives to respond depending on extent of agreement with the feeling in each statement. The alternatives are strongly agree (SA), Agree(A), Undecided (U) Disagree (D) strongly disagree (SD), put a tick against the alternative that best describes your opinion

	STATEMENT	SA	A	U	D	SD
A	Teachers have positive feeling towards the FPE programmes					
B	Teaching under this programme is fun and fascinating					
C	Students are doing very well now that facilities and equipments are provided by the government					
D	Parents are now supporting their children better given the fees charges is minimal.					
E	Teachers are working harder to make FPE programme succeed					
F	Many children flocking class rooms have made teacher evaluation methods ineffective					
G	High number of learners has made resource allocation ratio to increase hence ineffective					

2. How satisfied are you about teaching and learning process of the FPE?
 1 Extremely dissatisfied 2 Dissatisfied 3 Neutral
 4 Satisfied 5 Extremely satisfied
3. With the introduction of FPE what can you say about teaching and learning process?
 1 Has greatly improved
 2 No much change
 3 Has declined
 4 Poorly
4. How is the programme compared to the old programme especially now that pupils are many? _____

5. (i) Did it affect the way you were doing things? Yes No
 (ii) If no, how do they hinder teaching process? _____

6. How is discipline of pupils in your school?

Very poor	<input type="checkbox"/>
Poor	<input type="checkbox"/>
Good	<input type="checkbox"/>
Very good	<input type="checkbox"/>
7. Do you have any cases of disability in your school?
 Yes No
 (ii) If Yes, How are the special educational needs of the disabled learners met?

8. (i) Do all children seeking admission to std one come through pre-schools?
 Yes No
 (ii) If No, what reasons do parents give for not having their children go through pre-school?

It is time wasting	<input type="checkbox"/>
Pre-school require payment	<input type="checkbox"/>
No need for pre-school	<input type="checkbox"/>
9. How do you handle the population in your school? Comment _____

Thank you for your cooperation and participation in this study

APPENDIX IV

INTERVIEW SCHEDULE FOR HEADTEACHERS

This is part of an educational study that is being carried out on implementation of FPE on the quality of instruction in Kenyan schools. Your school has been selected for this study. You are one of the Head teachers chosen to participate in the study. You are kindly requested to complete the questionnaire as accurately as possible. The information obtained will be treated as confidential and will be used for the study intended and nothing else. Your co-operation and assistance will be highly appreciated.

Instructions

Respond to each item by putting a tick (✓) in the boxes provided and briefly write in the spaces appropriately

SECTION A - Personal Information

1. Gender : Male Female

2. What is your marital status?

Married	
Single / Window	
Divorced	
Separated	

3. What is your age ?

25 – 35	
36- 45	
46 – 55	
56 and above	

4. What is your level of education ?

P ₁	
S ₁	
B/ED (DEGREE)	
MASTERS	
Other (specify)	

5. (i) For how long have you been a head?

1 – 5 Years	
6 – 10 Years	
11 – 15 Years	
16 – 25 Years	

(ii) With the above (i) experience, how do you compare the old and new (FPE) system of education: comment briefly

SECTION B

6. (i) How many pupils do you have in your school now? What was the school enrolment at the end of 2002?
 (ii) How do the following physical facilities meet the pupil numbers occasioned by FPE
 (a). Classrooms (b) toilets

7. How is your school performing from 2003 to present

Fairly good	
Average	
Poorly	
Very poor	

8. i) How much are you given per pupil per year for FPE?

ii) Is it enough for the system

Yes	
No	

iii) If No, how do you cope with the situation?

iv) What problems do you face in trying to raise funds to meet other school activities not covered in the FPE Programme?

9. i) How many teachers do you have in your school?

Specify No. _____

ii) Are they enough

Yes	
No	

iii) Are there untrained teachers? Yes No

Specify No

10. (i) Do you have PTA teachers? (How many are they)

Yes No

(ii) How do you pay them? _____

11. How do you utilize the FPE funds?

According to the MOE procurement procedures	
According to the school priorities	
Both ways above	

12. i) Do you have a procurement committee?

Yes	
No	

ii) How is the committee performing

Excellent	
Fairly Good	
Below expectation	

13. (i) Are the materials bought by FPE funds enough for teaching and learning by your pupils & teachers?

Yes	
No	

(iii) If No, how do you go about obtaining any extra materials that maybe required?

14. How is the FPE curriculum compared to the previous curriculum? _____

15. i) How do teachers get information about the curriculum?

Training	
Manuals	
Seminars	

ii) How do they feel about this way of getting information?

16. Do you have reports on FPE?

Yes	
No	

17. (i).Is the quality of education /instruction at classroom level improving compared to the former curriculum?

Yes No

(ii) Briefly explain your response in 17 (i) above

18. What is your comment about the Free Primary Education ?

APPENDIX V: INTERVIEW SCHEDULE FOR SCHOOL INSPECTORS. QUASO

Dear Inspector

We are interested in finding out the factors that affect the quality of instruction at primary schools in Eldoret municipality, following the implementation of FPE. As an inspector we are hoping that you will provide information which will be valuable in improving the quality of instruction at primary level and hence the good performance of pupils.

Your responses will be treated confidentially and will be used for academic purposes only.

Thank you in advance

Rose Momanyi Kemunto

SECTION A

1. Gender Male [] Female []

2. What is your highest academic qualification?
Master's Degree [] Bachelor's Degree []
Diploma [] Certificate []

3. What is your professional qualification?
M. Ed [] B. Ed [] Dip. Ed []
Certificate in Ed []

4. For how long have you been an inspector?Years .

5. Have you served else where as an inspector? Yes [] No []

6. (a) Have you attended an in-service training for inspection concerning Free Primary education ?
Yes [] No []
(b) If yes, which one (s)_____

- (c) Who organized for this in-service training?
MOE [] MEO []
District Education Office []
- (d) How can you rate your in-service training?
(i) Excellent (ii) good
(iii) Satisfactory (iv) V. Poor

- (e) In which subject areas were you trained to provide professional guidance to the teachers in primary schools?_____

7. (a) Have you ever organized in-service training courses for primary school teachers to in – service them the objective of FPE?
Yes [] No. []
(b) If yes, how many such courses have you organized?_____

- (c) What was the average duration of each courses?_____

- (c) How will you rate the in-service training to teachers on FPE?
(i) Excellent (ii) Good
(iii) Below average (iv) Poor

8. How often do you carry out school inspection/supervision of the quality of instruction at classroom level with this large number of FPE?

Once per term [] Twice per term []

Many times per term [] Some teachers are not even in-service []

9. (a) During your visits, what problems do you diagnose that teachers of FPE face? _____

(b) How do you assist them? _____

SECTION B

10. What problems do pupils face in learning with the FPE? _____

11. What recommendations do you make to solve these problems ? _____

12. What problems have you experienced in supervision of the quality of instruction in Eldoret municipality _____

13. Are the teachers clear and aware of the aims/objectives of FPE? _____

14. During supervision are the resource materials and facilities available and enough in primary schools in Eldoret municipality for the quality of instruction?

Very adequate [] Fairly Adequate []

Inadequate [] completely lacking []

15. Are there enough qualified personnel to man the increased number of schools in Eldoret Municipality

Very adequate [] Fairly adequate []

Inadequate [] Completely lacking []

16. How do you rate performance of the old system with the new system?
- | | |
|-----------------|--------------|
| Very Good [] | Good [] |
| Fairly Good [] | Very bad [] |

Thank you for participating in this study